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ABSTRACT

As part of a health education program for K-12, these curriculum guides for grades four, five, and six provide: (1) a short overview of health education; (2) a scope and sequence chart which lists specific topics to teach on mental health, physical health, community health, and safety that are appropriate at different grade levels; (3) a list of objectives for the grade level of the given guide, and (4) sample learning activities and accompanying learning resources for each objective. Since health education is influenced greatly by individual value systems, activities are not designed to teach right or wrong but to encourage students to examine issues from different perspectives and then to form their own opinions. Activities involve a variety of teaching techniques including reading, discussion, audiovisual aids, guest speakers, experiments, worksheets and games. Some topics covered are self concept, drugs, alcohol, growth and development, body systems, disease prevention, health agencies, bicycle safety, and first aid. (DC)

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ED213607

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

GRADE 4

DECEMBER 1981

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GRADE 4

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3. The student is able to describe the function of the circulatory system.
4. The student is able to explain the function of the senses.
5. The student is able to discuss safety rules.
6. The student understands that drugs are substances that can make changes in the body.
7. The student is able to describe how food, sleep and exercise affect health.
8. The student understands the effects of smoking cigarettes and why people smoke cigarettes.
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10. The student is able to discuss communicable diseases.
11. The student understands the responsibility of a community.

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PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers. The guides also contain strategies in dealing with sensitive topics in health education.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives.

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

#1 **CURRICULM OBJECTIVE:** The student reinforces self-concept and discusses human behavior by:

- Recognizing strengths within oneself.
- Describing ways self is similar to classmates.
- Identifying acceptable and unacceptable behavior.

Teacher's note: This unit can be done in conjunction with a unit on tabacco, as it includes several activities involving behavior and decision making.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 8-35.
2. Students make collages from magazine pictures that describe their interests, likes and things they do well.
3. Students interview each other to find ways they are the same and different.
4. Select for viewing and discussion any of the related films.
5. Catch Somebody Doing Something Good
   a. Discuss what people notice about other people, especially in class and at recess. Often negative behaviors receive much attention and people who "behave" without drawing attention to themselves in a negative way are ignored.
   b. Tell the students that for a certain amount of time you'd like them to keep an eye open for people doing positive, considerate things at school. When they see somebody doing something good, write their name and what they did on the bulletin board and sign name next to comments.

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH
2. Old magazines

4. Related films available through ESD 121: (Please preview for classroom suitability.)

   BULLY
   BUT THEY MIGHT LAUGH
   CAN DO - CAN'T DO
   JUST JOKING
   YES I CAN

SAMPLE LEARNING ACTIVITIES (cont.)

5. (cont.)

   c. Each day the teacher and class comment on the additions to the board reinforcing the one who did something good and the one who noticed it. Students can discuss how it makes them feel about themselves when others notice the good things they do and comment on it. How do students feel about themselves when others comment only on negative things? Is it okay to like yourself?

   d. When the butcher paper is full, let each student cut out the statements about him/herself doing good things and paste them on a sheet of paper. Incorporate into an "All About Me" folder.

6. Discuss the meaning of strengths and weaknesses in terms of the total person--physical, mental, emotional, and give some examples for each of those areas. Why is it important to know your strengths and weaknesses?

   a. Students complete the handout. Students may feel more at ease if they are not asked to write their names on their paper. This is the student's private world, do not collect handout.

   b. Discuss ways self-image influences decision-making and behavior. How might the way a person feels about himself/herself affect things such as playing a musical instrument, participating in athletics, doing things his/her friends do, moving to a new school or neighborhood?

7. Utilize pp. 1-4 in activity booklet to develop learning activity.

LEARNING RESOURCES (cont.)

5. Large butcher paper on bulletin board with title, "I Caught Someone Doing Something Good," and felt pens

6a. Handout: STRENGTHS AND WEAKNESSES

7. Activity booklet: YOU AND YOUR HEALTH

SAMPLE LEARNING ACTIVITIES (cont.)

8. a. Distribute handout to class.

   b. Do one problem orally as a class; e.g.:

   You were playing baseball with a group of friends near the school. You hit the ball harder than you intended and broke a school window. You think that the friends you are playing with are the only ones who saw it happen. What would you do?

   1) Alternatives
   2) Risks
   3) Sources of help
   4) Your decision

   c. For each situation have them (1) write all the alternatives possible, (2) write the risks associated with each alternative, (3) make a list of places to find more alternatives or advice, (4) make a decision and list the reasons for the decision.

   d. When everyone has finished, discuss as a class. Make a composite list of all the alternatives, risks, and places to find help. Discuss differences in the risk factors and decisions listed by students. How might thinking about risks influence your decisions?

LEARNING RESOURCES (cont.)

8. Handout: WHAT WOULD YOU DO?

STRENGTHS AND WEAKNESSES

I. 1. I FEEL GOOD WHEN __________ SAYS I ______________________________.

2. I FEEL LEFT OUT WHEN ______________________ DOESN'T CHOOSE ME FOR ____.

3. I FEEL IMPORTANT WHEN I ______________________________.

4. I GET ANGRY WHEN __________ CORRECTS ME ON ______________________.

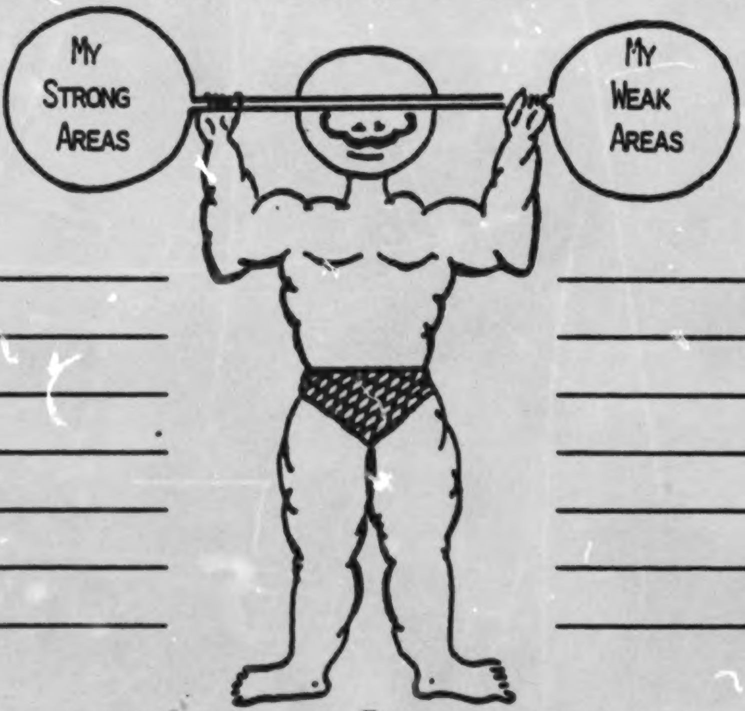
5. ____ USUALLY MAKES ME FEEL ____.

6. IT'S DISAPPOINTING WHEN __________ DOESN'T NOTICE ____.

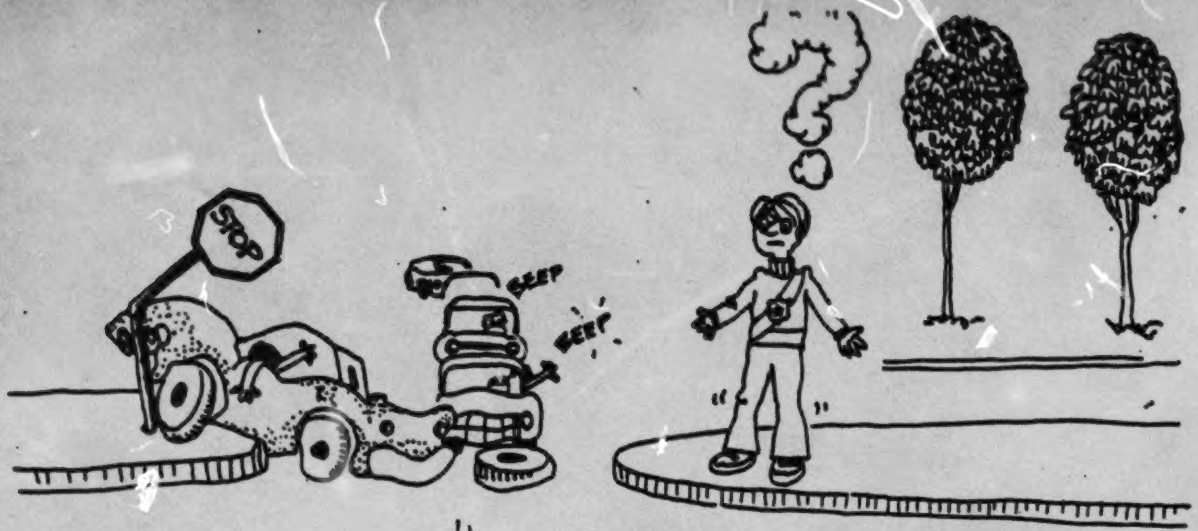
7. NO MATTER HOW HARD I TRY, I NEVER ____.

8. ONE THING I REALLY ENJOY IS ______________________________.

II.



III. LIST AT LEAST ONE WEAKNESS YOU HAVE. TELL HOW YOU COULD IMPROVE YOURSELF IN THAT AREA.



WHAT WOULD YOU DO?

1. You are a member of the school safety patrol. Your partner has left the post early for a dental appointment. Just as you are getting ready to leave, a car runs into the street sign on the corner. The driver appears to be seriously hurt, and the car is blocking traffic. What would you do?

   Alternatives:

   Risks:

   Help:

   Your Decision:

2. You're visiting a friend. He/she shows you the place where his/her parents keep their liquor. Your friend says, "Hey! Let's make a drink! I know how. I've seen Mom and Dad mix lots of them." The two of you are alone in the house. What would you do?

   Alternatives:

   Risks:

   Help:

   Your Decision:

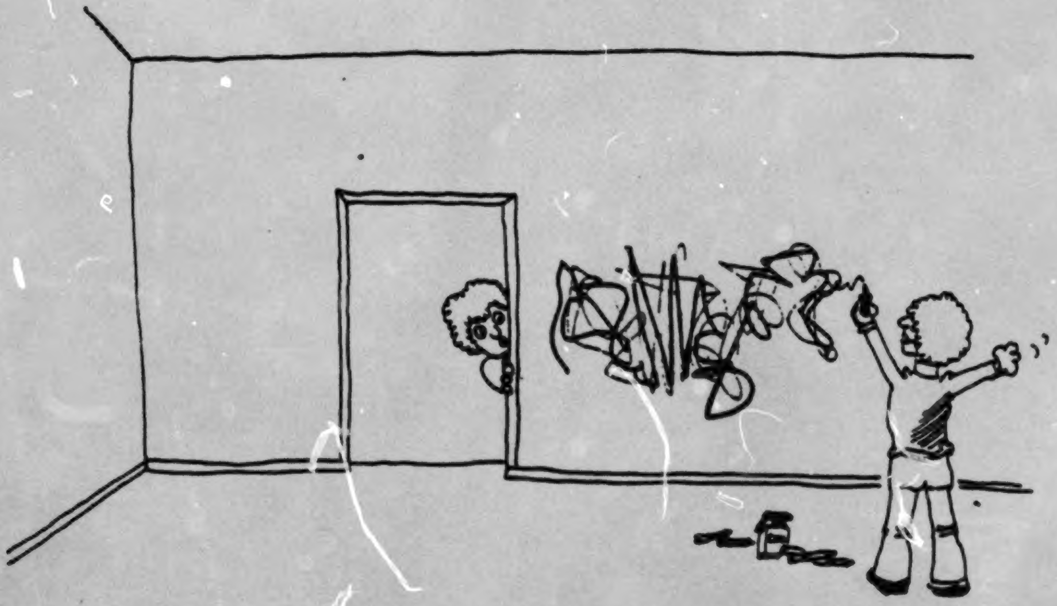
3. At Christmas time the PTA volunteered their time and painted the hallways and rooms in your school. They look much nicer, and you are proud of your PTA. One night after school your best friend takes a crayon and writes all over the new walls in a fit of anger. You are the only one who saw your friend do it. What would you do?

Alternatives:

Risks:

Help:

Your Decision:

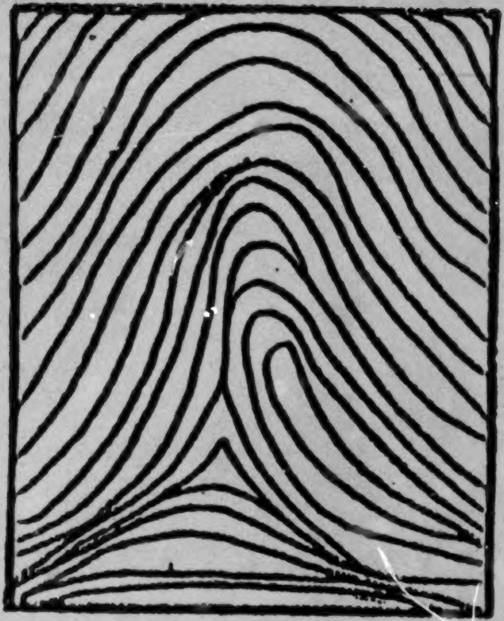


#2 CURRICULM OBJECTIVE: The student is able to demonstrate knowledge of the structure and function of the skin by:

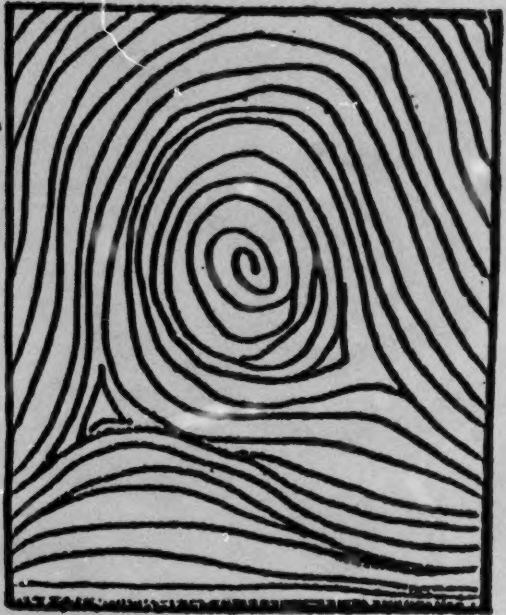
- Discovering that fingerprints are unique.
- Describing pigment and it's function.
- Telling how skin aids in controlling body temperature.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 36-41.	1. Text YOU AND YOUR HEALTH
2. Invite a local dermatologist to visit your class to discuss care of the skin and related problems.	2. Speaker: Dermatolgist
3. Using ink pad and paper, compare the fingerprints of several students in the class. Note that no two people have exactly the same fingerprints.	3. Ink Pad Handout: FINGERPRINT CLASSIFICATION
4. Class view and discuss fimstrip.	4. Filmstrip: YOUR BODY AND HOW TO CARE FOR IT: SKIN AND HAIR
5. Utilize p. 7 in activity booklet to develop learning activity.	5. Activity booklet: YOU AND YOUR HEALTH

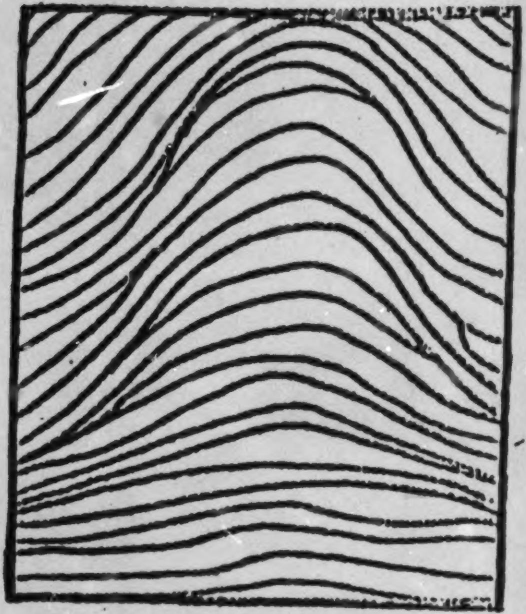
Fingerprint Classification



Loop



Whorl



Arch

These are the 3 basic patterns of fingerprints. Which do you have?

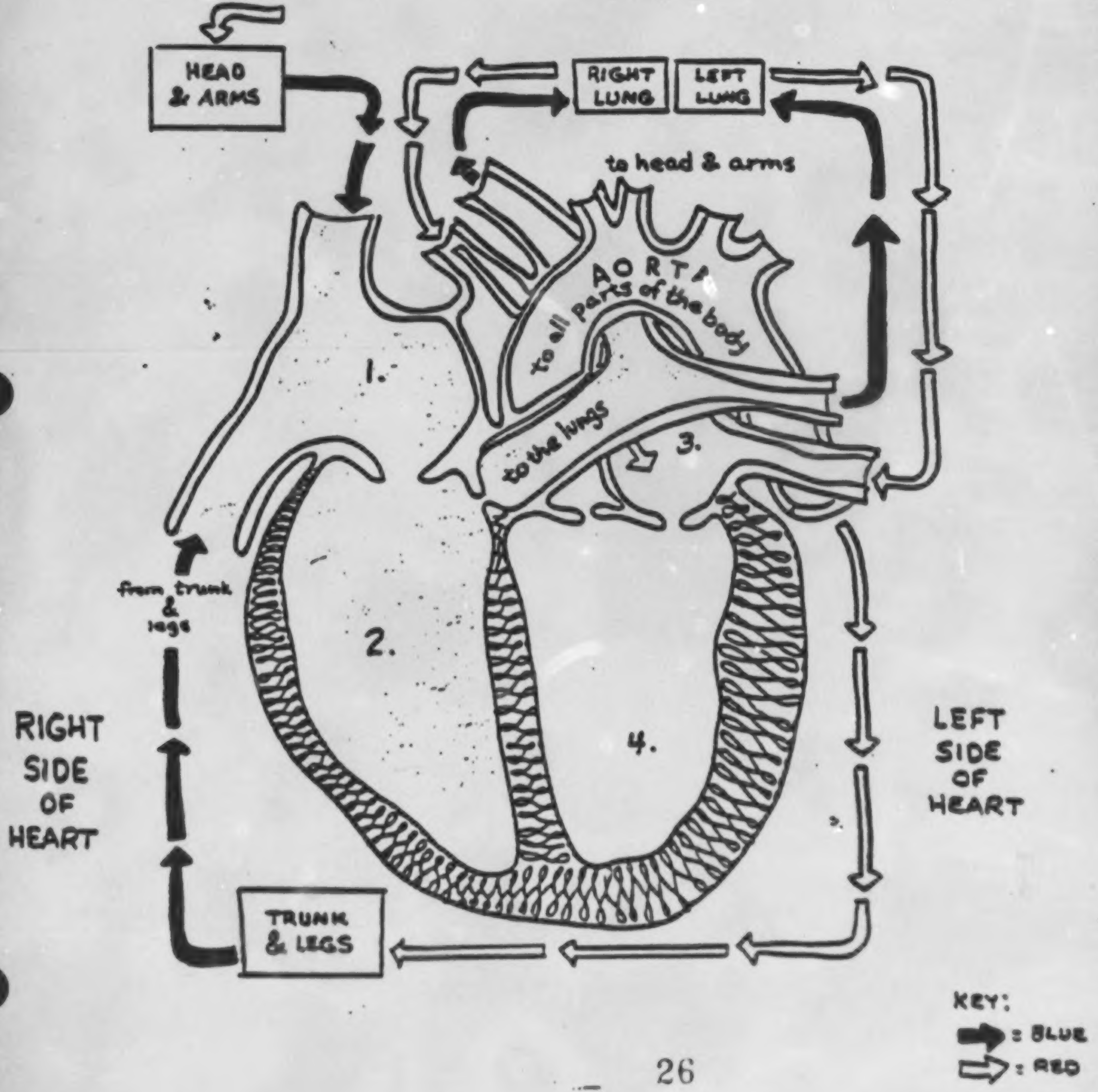
#3 **CURRICULM OBJECTIVE:** The student is able to describe the function of the circulatory system by:

- Tracing the path of the blood as it circulates through the body.
- Explaining the pumping process of the heart.
- Showing that exercise increases the heart rate.

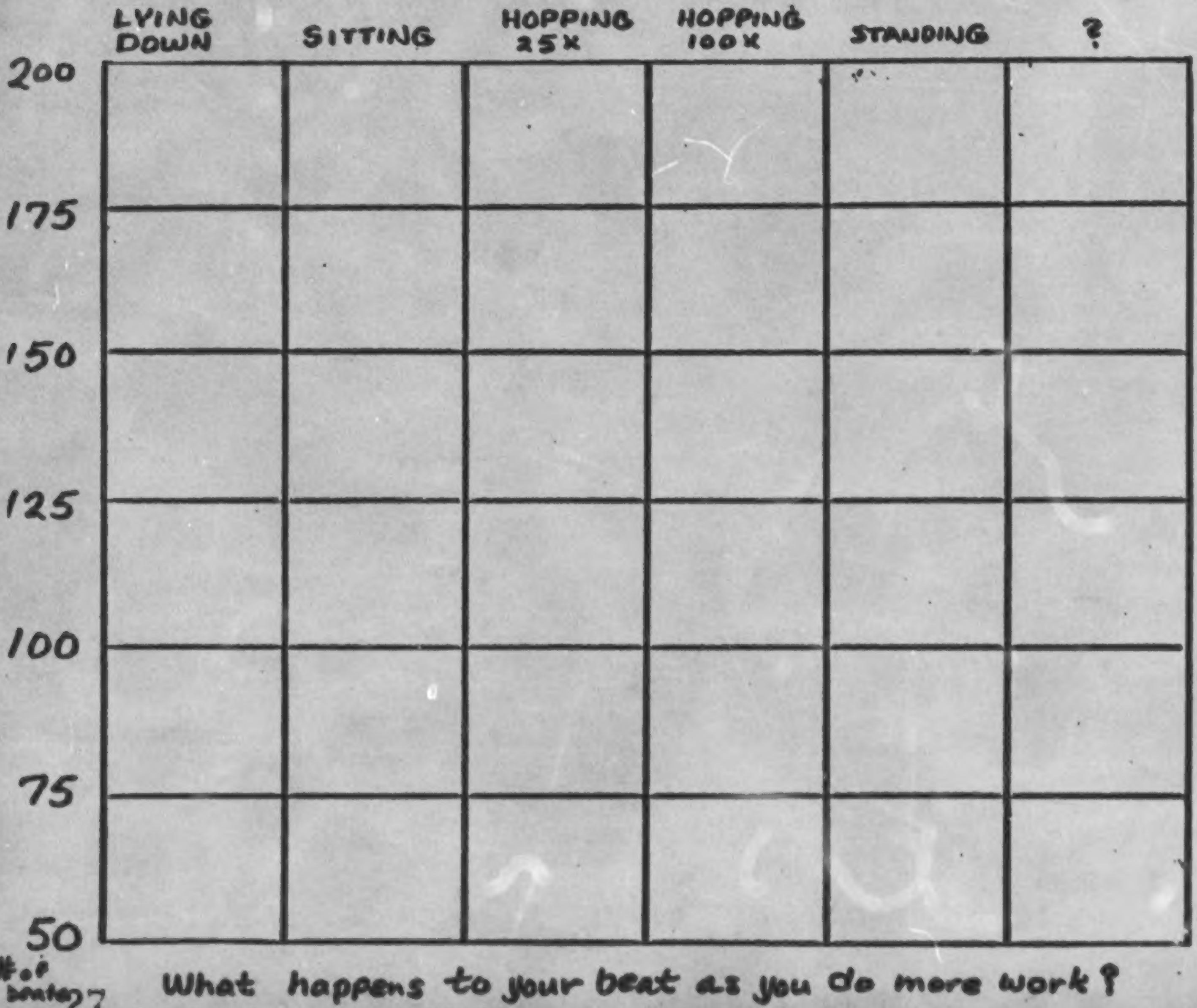
SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 42-43.	1. Text: YOU AND YOUR HEALTH
2. Students complete handout: HOW DOES YOUR HEART WORK?	2. Handout: HOW DOES YOUR HEART WORK?
3. Students complete handout: STRESS TEST	3. Handout: STRESS TEST
4. Students complete handout: WORD SEARCH	4. Handout: WORD SEARCH
5. Select for viewing and discussion any of the related films.	5. Related films available through ESD 121 Please preview for classroom suitability: I AM JOE'S HEART BUSY BODIES

How Does Your Heart Work?

Your heart is the strongest muscle in your body. It weighs less than a pound and is about the size of your fist. It beats 70-75 times a minute but if you are really exercising, it may beat as many as 200 times a minute. The heart is the central pump that sends blood throughout your body. Let us investigate how this organ works.


HEAD & ARMS
RIGHT LUNG
LEFT LUNG
to head & arms
AORTA
to all parts of the body
to the lungs
1.
2.
3.
4.
from trunk & legs
RIGHT SIDE OF HEART
LEFT SIDE OF HEART
TRUNK & LEGS
KEY:
➡ : BLUE
⇨ : RED

Cells are in constant need of oxygen and nourishment. Even while you sleep, your heart never stops pumping blood. The more active you are, the more active your heart is.



What happens to your beat as you do more work?

NAME

1. Check your pulse after doing these activities. Give yourself some recovery time after each one.
2. Chart the information.

STRESS TEST

WORD SEARCH

NAME ______________________ DATE ____________

A	T	R	I	U	M	S	C	P	A	O	R	T	A	F
U	D	N	P	Z	L	L	Q	G	F	R	O	E	R	T
R	R	M	U	K	I	E	Y	H	Q	V	D	E	E	P
I	M	N	L	S	J	S	K	H	E	O	N	L	D	Y
C	Y	R	S	L	P	S	B	I	H	A	E	S	C	R
L	R	C	E	L	L	E	N	J	C	T	R	D	E	A
E	O	L	B	E	A	V	A	X	A	R	Q	T	L	L
S	T	K	C	C	S	D	E	L	A	F	P	M	L	L
T	A	B	C	E	M	O	P	N	R	F	E	G	S	I
L	L	D	V	T	A	O	W	O	T	Z	I	T	W	P
S	U	O	Y	I	V	L	G	X	E	R	Y	B	B	A
V	C	O	B	H	I	B	R	V	R	U	I	A	R	C
E	R	L	Z	W	H	I	W	B	Y	C	S	C	D	I
I	I	B	A	X	J	A	U	C	D	T	B	A	L	W
N	C	A	C	O	R	P	U	S	C	L	E	Z	T	E

WORDS MAY BE VERTICAL, HORIZONTAL, OR DIAGONAL. THEY MAY BE BACKWARDS OR FORWARDS.

VEIN
AURICLES
BLOOD
PULSE
HEART
CIRCULATION

CORPUSCLE
WHITE CELL
PLASMA
BLOOD VESSELS
ATRIUM
RED CELL

PLATELET
ARTERY
VENTRICLE
CAPILLARY
FIBRIN
AORTA

SNUFF SNUFF

#4 CURRICULM OBJECTIVE: The student describes the function of the senses by:

- Identifying the processes that allow one to see, hear, taste and smell.
- Showing the relationship between the brain and the senses.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 52-64.
2. Experiments:
   a. Vision - Student focuses eyes on one particular spot straight ahead; then points two forefingers at each other (in front of eyes) at eye level. Bring fingers together slowly. As they get closer, a small weiner link forms in-between the fingers.

   b. Hearing - Class closes eyes. Teacher drops straight pin on carpet or bare floor. Student raises hand if the pin drop is heard.

   c. Smell - Students bring samples of spices and various baked food in different containers. Number the containers and pass them around in class for students to smell the contents.

   d. Touch - Students gather various textured and sized rocks. Put in paper bag. Students define shape, size, texture by feeling contents (do not look in bag).

   e. Taste - Students bring samples of sugar, flour, baking soda, cornstarch, lemon, salt, etc. (all edible). Use swabs to put food tastes on various areas of tongue. Guess food. (Try putting all foods on each taste bud on tongue.)

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH

#5 CURRICULM OBJECTIVE: The student is able to discuss safety rules by:

- Listing safety rules for pedestrians.
- Demonstrating bicycle safety rules.
- Describing water safety rules.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 70-89.
2. Students complete defensive bike driving.
3. Discuss water safety posters from American Red Cross.
4. Invite lifeguard from a high school to discuss water safety rules.
5. Utilize Activity Booklet pp. 9-10.

LEARNING RESOURCES

1. Text YOU AND YOUR HEALTH
2. Handout: WHAT DO YOU THINK?
   Resources: TEACHER INFORMATION SHEET
3. American Red Cross Posters, Phone: 323-2345
4. Call P.E. teachers for lifeguards.
5. Activity booklet: YOU AND YOUR HEALTH
6. Related films available from ESD 121:

   I'M NO FOOL AS A PEDESTRIAN
   WATER SAFETY: AN INTRODUCTION

WHAT DO YOU THINK?

	Agree	Disagree
1. Bicycle drivers should have to pass a test for licensing just as car drivers do.	________	________
2. You don't have to drive single file if the road looks deserted.	________	________
3. A person should be able to drive his/her bike at night without a rear reflector and front headlight because it is his/her own decision.	________	________
4. Bicycle drivers should use hand signals when ready to turn -- even if there is no traffic on the road.	________	________
5. It should be okay if you are coasting downhill and you exceed the speed limit.	________	________
6. Showing off on a bike once in awhile is alright.	________	________
7. Bicycle drivers should be allowed to ride on the sidewalk if the traffic is heavy.	________	________
8. All bikes should be sold with lights and horns as standard equipment.	________	________
9. Owners of bicycles should be required to register their bikes with the police department.	________	________
10. Bicycle drivers should have to take a defensive driving course.	________	________

TEACHER INFORMATION SHEET

Selecting A Bicycle:

For safety, a child's bicycle must be the right size for him. If it is too large or too small, it will be hard to control. It will make him tired much more quickly under these circumstances.

If the bicycle is too large, it will sway from side to side. The child can't come to a stop without leaning to one side, so he may fall off. If it is too small, he will bump his knees and the bike will be difficult to steer.

Also, bicycling is easier and more fun if the leg muscles can be flexed fully. The muscles won't tire as easily as when the muscle doesn't get fully extended.

Schwinn recommends measuring the distance from the child's crotch to the floor while he's wearing flat heeled shoes to see what size bike a child needs. If the leg length is between 29½ and 35 inches, Schwinn recommends a 19" frame. From 35" to 39", a 23" or 24" frame is recommended. Above 38", an adult's bike (26" or more) can be ridden.

The National Safety Council recommends bike sizes by ages. For the 5-7 year old an intermediate bike with a 24" wheel is good. From age 10 through adulthood, a 26" or 27" wheel with frame size being selected according to height or personal preference can be ridden.

When buying a bike, one should also check for accessories. The reflector should be seen from at least 300 feet. The front light should be white and be visible at least 500 feet away. The horn or bell should be audible at least 100 feet away. There should be a carrier or basket according to needs. There should be a mud guard and a proper chain guard.

DO YOU HAVE A GOOD FORM?

1. Always ride with the ball of the foot on the pedal.
2. Pedal evenly. Be sure you're not pedaling harder with one leg than the other; make each leg do half of the work. If you pedal evenly, you can have good rhythm. Rhythm is important in bike riding, just as it is in running and swimming.
3. Pedal straight. Keep your legs parallel with the frame of the bicycle; don't let your knees stick out at the sides. If you keep your knees in, you will get more power into your leg movement.
4. Keep your shoulders steady. Letting your shoulders wobble as you ride will make your bicycle unsteady.
5. Keep your elbows in; don't let them stick out. Sit in a comfortable position, with your body leaning a little forward.

Remember there are two questions you need to answer when you select your bicycle:

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?

#6 **CURRICULM OBJECTIVE:** The student understands that drugs are substances that can make changes in the body by:

- Describing over-the-counter drugs and why they are used.
- Describing prescription drugs and why they are used.
- Explaining that drugs must be taken exactly as directed.
- Explaining that advertising of over-the-counter drugs may exaggerate the need for a drug.

Note To Teacher: This lesson could be preceded with lesson on advertising.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 90-92.	1. Text: YOU AND YOUR HEALTH
2. Invite a pharmacist to come to your class and discuss his job, non-prescription drugs and prescription drugs.	2. Resources person: pharmacist (have student questions written ahead of time)
3. Have students analyze commercials looking for "exaggertions" of an advertised drug product (TV or radio).	
4. Have students analyze labels of over-the-counter drugs and prescription drugs to determine dosage and time intervals.	4. Clean, empty prescription and over-the-counter bottles with labels intact.

#7 CURRICULUM OBJECTIVE: The student is able to describe how food, sleep and exercise affect health by:

- Naming the four main food groups, suggested daily amounts of each group, and what each food group does for the body.
- Stating reasons for sleep and how to determine how much sleep one needs.
- Explaining how exercise affects the body.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 98-127.	1. Text: YOU AND YOUR HEALTH
2. Read and discuss handout, DAN'S MISTAKE.* It is designed to show that the human body is dependent upon food as a source of fuel for life sustaining activities. Students complete story.	2. Handout: DAN'S MISTAKE
3. Discuss the role of exercise in maintaining good health and do exercises as a class for P.E. (refer to lesson "Circulatory System" for pulse activities).	
4. Utilize activity booklet pp. 13-17 to develop learning activity.	4. Activity booklet: YOU AND YOUR HEALTH
5. Utilize Level 2, FOOD - YOUR CHOICE, from the Dairy Council.	5. Dairy Council Kit, Level 2, FOOD - YOUR CHOICE
6. Select for viewing and discussion any of the related films at right.	6. Related films available through ESD 121: (Please preview for classroom suitability) FOOD: 1234 HABITS OF HEALTH: KEEPING IN TOP SHAPE YOUR SLEEP AND REST

*This material borrowed from the Energy, Food and You curriculum guide, a program of the Washington State Office of Environmental Education (N.W. Section) and Health Education.

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DAN'S MISTAKE

Excitement was in the air. For some time now the school had been preparing for the big event of field day. Students were grouped into different events. Some races were funny like the sack, three legged and wheelbarrow but others would show very special talent and endurance.

Dan had been hoping all year that he could win a blue ribbon for the longest track race. Each day after school he jogged around the neighborhood. He had almost cut his time in half for the number of blocks he could now run from when he had started a year ago. Maybe ...... Maybe he could win this year.

He awoke the morning of the big day to bright beautiful skies but, Oh no! his alarm clock hadn't gone off! There just wasn't any time to eat breakfast! By ten that morning he felt pretty hungry, but he figured he could manage until lunch. Then he suddenly remembered he had gone out the door without his lunch ticket. The school was very strict about this. There wasn't anything he could do.

The events started about an hour after lunch. Dan felt a little sleepy and tired. Surely the fresh air and running would perk him up once he got outside.

The whistle blew and he started running. He was ahead half way around the track when all at once his legs felt funny. Other runners started passing him. He just couldn't keep going fast enough. What's wrong with my body, he thought?

You finish the story

#8 CURRICULM OBJECTIVE: The student understands the effects of smoking cigarettes and why people smoke cigarettes by:

- Showing the relationship of peer pressure to smoking.
- Describing the relationship of smoking to various organs in the body.
- Investigating how non-smokers are affected by the smoking of others.

Note To Teacher: See sample letter attached if you wish to inform parents that you are doing a unit about smoking.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 47, 115, 160, 182.	1. Text: YOU AND YOUR HEALTH
2. Develop the following themes with bulletin board displays or displays with pamphlets: a. "I won't start because..." b. "Sports and cigarettes don't mix" c. "Don't let a cigarette advertisement fool you."	2. Teacher references on smoking, pp.23-26 Also call Washington Lung Association for free material, phone: 322-7110
3. Students collect advertisements on cigarettes and have student committees discuss the kinds of appeals used.	3. Handout: HOW IS IT ADVERTISED?
4. Have students ask smokers why they smoke. Students make a list of reasons people give for smoking and discuss.	
5. Groups of students develop skits with one person trying to get another to smoke. Discuss social pressures a student uses to get others to smoke; i.e., chicken if you don't, it won't hurt, be one of the gang, etc.	
6. Class view and discuss filmstrip.	6. Filmstrip: SMOKING AND CHILDREN
7. Students write a short paper based on one's individual dicision to smoke or not to smoke.	
8. Select experiment to do in or out of class.	8. Experiments #1 and #2
9. Invite dental hygienist to discuss with class the effect of smoking on oral hygiene.	9. Resource person: Dental Hygienist

SAMPLE LEARNING ACTIVITIES (cont.)	LEARNING RESOURCES (cont.)
10. Ask resource person to review training rules for athletes.	10. Resource person: High School Coach
11. Have a slogan contest or students make posters on tobacco and health. Sample slogan -- "Be Smart, Don't Start."	11. Poster material
12. Students find the cost to a smoker of one pack of cigarettes per day for one year.	
13. Invite a firefighter to talk to class on statistics showing fires, injuries and deaths caused by smokers.	13. Resource person: Firefighter
14. Give sample PRE AND POST TEST	14. SMOKING AND HEALTH PRE AND POST TEST
15. Utilize HEALTH NETWORK KIT, Grade 4, "Special People - Self Image"	15. American Cancer Society HEALTH NETWORK KIT, Grade 4
16. Select for viewing and discussion any of the related films.	16. Related films from ESD 121: (Please preview for classroom suitability) BEST FRIENDS SMOKING AND KIDS

SAMPLE OPEN LETTER TO PARENTS

Dear Parents:

Your public schools, the American Cancer Society, the Washington State Heart Association, Washington Tuberculosis Association, and the Washington State Department of Health are vitally concerned about the number of students who smoke and even more about the number each year who begin to smoke. The American Public Health Association has estimated that, if the present smoking pattern of the sixties continues, a million youngsters now alive will eventually die of lung cancer. If the potential victims of heart disease, emphysema, and chronic bronchitis are added to the lung cancer total, the number would increase by several million.

Our basic objective is to teach the children the significant threat to health associated with smoking, and to have them make a decision about smoking based on facts. The Portland, Oregon schools have conducted a study of the smoking problem and experimented with several teaching approaches to it. They found that the most effective method of teaching about smoking was to present the facts about tobacco and smoking and to leave the ultimate decision to the students. The least effective method was the strict authoritarian approach - "you shall not smoke!" In our presentation of this unit, we shall not moralize, but rather shall present facts. We shall respect the right of all adults to smoke if they wish.

We recognize that smoking by students is initiated and carried on outside of the school. If we are to succeed in having children decide not to smoke, we must all work together. Would you take a few minutes to talk over the following points tonight with your son or daughter? The class will discuss these questions later.

1. Many adults smoke. Do some of these persons wish they had not started?
2. Is it easy to stop smoking? Why? or, why not?
3. Do most parents wish that their children would not smoke? Why?
4. How do grownups regard boys and girls who smoke?
5. Do most coaches have strict rules for their athletic teams about smoking? If so, why?

We appreciate your help in keeping before your children the adverse effects of smoking upon growing boys and girls. If you have a home bulletin board, it might be interesting to post clippings on this subject as they appear in the press.

Sincerely yours,

If teachers are planning pre-unit parent meetings, the following could be added:

Indicate your interest in a pre-unit discussion and adult film on smoking by signing and returning this letter. You will be notified later as to the time and place if such a meeting seems advisable.

Parent's signature

TEACHER REFERENCE

A. What are the characteristics of substances in tobacco smoke?
  1. Approximately 300 known chemicals are included in tobacco smoke.
  2. Most of the substances are apparently harmless to man.
  3. Some of the substances, in sufficient quantities, are known to be harmful to man.
    a. Nicotine is a deadly poison - in amounts contained in tobacco smoke it constricts blood vessels and affects the secretion of digestive enzymes.
    b. Some tars are known to be carcinogens (cancer causing substances).
    c. Carbon monoxide combines with hemoglobin in blood to reduce the hemoglobin's ability to carry oxygen, and in excessive amounts, as with an automobile running in a closed garage, can cause death.
  4. Some other substances found in small amounts include:
    a. Arsenic which is a poison.
    b. Formaldehyde which is used in embalming.
    c. Hydrogen cyanide which is a poisonous gas.
  5. Some of the substances pass through filters on cigarettes - nicotine, tars, carbon monoxide.

B. What are the harmful effects of smoking?
  1. Effects on body systems:
    a. Respiratory:
      1) Nose, throat, windpipe, and lungs are irritated.
      2) Cilia - first paralyzed and later destroyed.
      3) Coughing with resulting lung damage.
      4) Faster breathing.
      5) Chest pains.
      6) Strong association between cigarette smoking and lung cancer demonstrated by studies.
      7) Relationship exists between smoking and occurrence of emphysema.
      8) Cigarette smoking is the most important of the causes of chronic bronchitis.
      9) Cigarette smoking is a significant factor in the causation of cancer of the larynx.
    b. Cardio-vascular:
      1) Speeds up heart beat.
      2) Causes blood vessels to constrict which results in raising the blood pressure and lowering skin temperature.
      3) There is a clear relationship between smoking and heart attacks - 3 times more frequent among smokers.

- c. Digestive:
    - 1) Possible decrease in enjoyment of food.
    - 2) Nicotine slows the digestive processes by decreasing the flow of digestive juices.
    - 3) Some relationship of peptic ulcer to smoking.
- d. Nervous:
    - 1) Increases nervous tension.
    - 2) Has habit-forming effects.
    - 3) Contributes to insomnia.
- e. Skin:
    - 1) Causal relationship to cancer of lips from pipe smoking.
    - 2) Stains.

2. Effects on physical efficiency:
    - a. Carbon monoxide, a principal element of cigarette smoke, displaces oxygen in the red blood corpuscles, thereby decreasing the capacity of the blood to carry oxygen by 10-15%. Smoker is more easily fatigued.
    - b. Nicotine absorbed during smoking speeds up the heart action and at the same time slows its blood supply by constricting the vessels supplying the heart. This puts an extra burden on the heart that handicaps it in activities involving endurance.
3. Effects on life expectancy:
    - a. Cigarette smokers risk death sooner than non-smokers - medical and accidental.
    - b. Statistical evidence has shown the more a person smokes, the greater the risk of death.
4. Effects on growth process:
    - a. There is evidence that smoking reduces appetite with a resultant weight loss and an indirect effect on growth.
    - b. There is no clear-cut evidence that smoking itself will stunt growth.

TEACHER REFERENCE

TOBACCO

Tobacco is the cured leaf of Nicotiana Tabecum, a plant indigenous to America but now grown in many parts of the world, that is both smoked and chewed.

Cigarette smoke consists of a mixture of particles and carbon monoxide and other gases -- nearly 500 compounds have been isolated. Nicotine is one of the most toxic of them all and the acute effects of tobacco smoking are largely due to the nicotine content.

EFFECTS

Short-term effects: In general, the result of smoking one or two cigarettes is an increase in pulse rate, a rise in blood pressure, and a drop in skin temperature. There is also a feeling of relaxation, along with some mental lift. In some people, heart beat accelerates by as much as 40 percent. Smoking increases the release of acid into the stomach and may slow down the formation of urine. It also first stimulates and then reduces the activity of parts of the brain and nervous system. In people who inhale cigarette smoke regularly, there is some loss of appetite and a decrease in physical endurance.

Long-term effects: Cigarette smoking can act jointly with certain other factors (e.g., high blood pressure, physical inactivity, high serum cholesterol, inherited tendency) to increase risk of coronary heart disease. Regular smokers are more likely to die from cerebrovascular disease then non-smokers (where hardening of the blood vessels in the brain may lead to stroke). Cigarette smokers also run a higher risk of developing peripheral vascular disease -- a condition involving narrowing or blockage of blood vessels in the arms and legs.

Shortness of breath, cough, and excess saliva occur more frequently in smokers than in non-smokers. Respiratory infections such as chest colds and pneumonia are more common and more severe -- particularly in heavy smokers. Lung complications (e.g., infections, blood clots) occur more frequently after surgical operations on smokers. In people suffering from asthma, smoking may increase the frequency and severity of attacks.

Cigarette smoking is the most important cause of chronic bronchitis. Emphysema, a condition in which lungs lose their elasticity and retain too much air, occurs more frequently in smokers than in non-smokers. Risk of dying from these diseases is also increased by smoking.

Cigarette smoking is the main cause of lung cancer in men. It is also a cause of lung cancer in women but accounts for a smaller proportion of cases than in men. Risk of developing lung cancer increases with the number of cigarettes smoked per day, number of years one has smoked, and earliness of the age at which one started. However, if you stop smoking and if no irreversible disease has started, the lungs gradually clear themselves. Studies have shown that the average ex-smoker who has not smoked cigarettes for 10 years has about the same health prognosis and life expectancy as one who has never smoked.

Smoking is related to cancer in other parts of the body as well - for example, the larynx, mouth, and esophagus. In addition, an association is suggested between cigarette smoking and cancer of the bladder, kidney, and pancreas.

Male cigarette smokers are more likely to get stomach ulcers than nonsmokers, they also have higher death rates from this condition. In addition, cigarette use slows the healing of stomach ulcers and increases the danger of complications.

Women who smoke during pregnancy tend to have smaller babies and are more likely to give birth prematurely. They also have a greater number of stillbirths, and death among their newborn babies is more common.

-- When reproducing information from this book, credit should be given as follows:
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Note: Print on half sheets when reproducing for class use.

HOW IS IT ADVERTISED?

Chart One

ADVERTISING MEDIA				METHODS USED TO ENCOURAGE PURCHASE: APPEALS & INCENTIVES								
TV	RADIO	PRINTED	PRODUCT	FAMOUS PERSON	YOUTH-BEAUTY	NEW	CON-VENI-ENCE	FLAVOR	CHEAP	HEALTH-	PRIZES GIFTS COUPONS	NUTRI-TIONAL

Chart Two

FOODS YOU ASK YOUR PARENTS TO BUY AND WHY!

What was bought	Cost per pound/cheap	Easy to fix (convenience)	You saw it on T.V. (advertising)	Has high nutritional value	Has nothing artificial in it	Want to try something new	Catchy packaging/ surprise inside	Friend said to try it	On sale	Like the taste	Other

EXPERIMENT 1

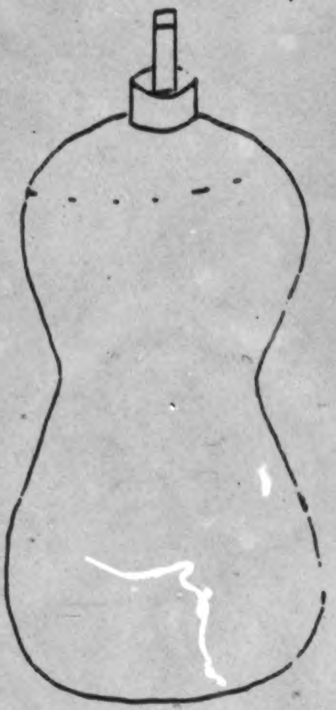
SIMPLE SMOKING MACHINE

Purpose: To show the amount of tar that is in tobacco smoke.
To compare the amount of tar that is in filter and non-filter cigarette.
To show the amount of smoke that may linger in an individual's lungs.
To demonstrate the bad odor of exhaled air containing smoke.

Equipment: plastic soap container or other empty plastic container (transparent, if possible).
ball point pen barrel or other tubing approximately the size of cigarette.
cotton.
cigarettes - filter and non-filter.

Procedure:

1. Rinse the container thoroughly.
2. Make an opening in the cap of the container to fit the tubing into the cap.
3. Place the tubing in the opening and seal tight with cement or clay if needed.
4. Insert loosely packed cotton ball into tubing.
5. Insert cigarette into open end of tubing.
6. Press firmly on the plastic container to force air out before lighting the cigarette, then proceed with slow and regular pumping action.
7. Withdraw cotton from tubing to show accumulation of tar.
8. Pass container around for individuals to smell and to observe that smoke continues to be expelled for a period of time.



EXPERIMENT 2

Purpose:

To demonstrate the effect that smoking has upon the heart rate.

Equipment:

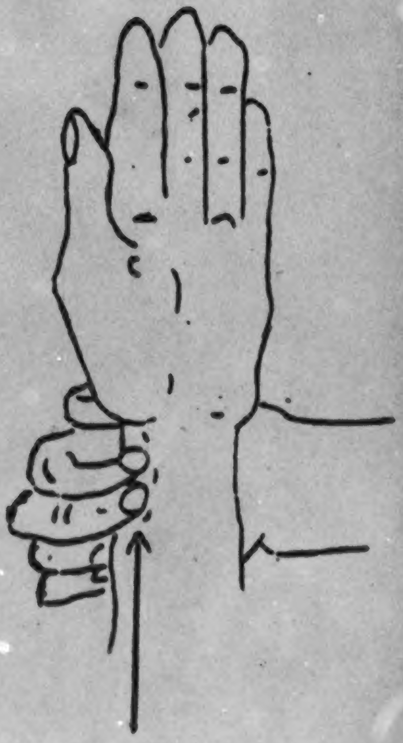
wrist watch 1 smoker cigarettes

Procedure:

It is recommended that students do this experiment at home with some adult who smokes and record their findings.

1. The arterial pulse, taken at the wrist, is an accurate indication of the heart rate. One can take the pulse of his patient by placing the two middle fingers of the right hand on the thumb side of the wrist of the patient (see diagram).
2. The patient's pulse should be taken two or three times to establish a base line accuracy.
3. In each instance, record the pulse rate as the number of pulsations felt per minute.
4. Have your patient light a cigarette, then take the pulse as he has concluded the third or fourth puff.
5. When the cigarette is finished, take the pulse every fifteen minutes until the pulse rate returns to normal.
6. Chart your findings on a graph and determine how many extra heart beats one pack of cigarettes causes the patient.
7. Since with each beat the heart pumps approximately 79 cc of blood, calculate the extra volume of blood that is pumped by the heart induced by smoking one package of cigarettes.

The apparent conclusion is that smoking puts an extra unnecessary load upon the heart and such a burden will, in the long run, shorten life.



TAKE PULSE HERE

SMOKING AND HEALTH
SAMPLE PRE AND POST TEST

Enclircle the T for true, the F for false, or the ? if you are undecided.

1. Smoking relieves tension. T F ?
2. Smoking does not have habit forming effects. T F ?
3. Teen-agers frequently start smoking because they want to act like adults. T F ?
4. Athletes endorse smoking in advertisements because they believe it helps them to perform better. T F ?
5. From the following list encircle three reasons people give for starting to smoke?

a. I want to be part of the group
b. I want to be better in sports
c. I want to act older
d. I am curious
e. It has been proven harmless
f. My doctor advised me to start

6. Smoking tends to increase the appetite. T F ?
7. Smoking irritates the throat. T F ?
8. Inhaling permits the smoker to absorb more nicotine. T F ?
9. Smoking is a cause of lung cancer. T F ?
10. Filters on cigarettes prevent the absorption of nicotine into the body. T F ?
11. The use of tobacco may cause a shortness of breath. T F ?
12. The risk of lung cancer is less for non-smokers than for smokers. T F ?

FOR THE FOLLOWING QUESTIONS ENCIRCLE INCREASES, DECREASES, OR NONE:

13. What effect does smoking have on the heart rate? Increases Decreases None
14. What effect does smoking have on the skin temperature? Increases Decreases None
15. What effect does smoking have on the blood pressure? Increases Decreases None

FROM THE FOLLOWING LIST ENCIRCLE THREE SUBSTANCES FOUND IN TOBACCO SMOKE WHICH ARE KNOWN TO HAVE A HARMFUL EFFECT ON THE BODY:

16. a. carbon monoxide b. nicotine c. oxygen d. sodium chloride
e. carbon dioxide f. tar

17. Smoke from tobacco may be annoying and unpleasant to other persons T F ?
18. Smoking does not create a fire hazard. T F ?
19. The cost of cigarettes for the average smoker would be about $50 per year. T F ?
20. The law forbids persons under 21 to have cigarettes in their possession. T F ?
21. Some insurance companies give lower rates to non-smokers. T F ?

ANSWERS: I.	1. F	II.	1. F	6. T	III.	1. T
	2. F		2. T	7. T		2. F
	3. T		3. T	8. Increases		3. F
	4. F		4. T	9. Decreases		4. T
	5. a, c, d		5. F	10. Increases		5. T
				11. a, b, f		

#9 **CURRICULUM OBJECTIVE:** The student is able to explain the structure, function and maintenance of teeth by:

- Identifying the materials that make teeth.
- Identifying different kinds of teeth and what they do.
- Explaining how decay occurs.
- Explaining importance of proper dental care.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 131-151.	1. Text: YOU AND YOUR HEALTH
2. Students study the transparency "The Plaque Chain," and discuss the role of plaque in the development of tooth decay and gum disease.	2. American Dental Association kit: LEARNING ABOUT YOUR ORAL HEALTH (the kit has this transparency plus other useful materials)
3. An interesting on-going experiment would be to obtain parental permission to dispense "disclosing wafers" (lozenges that show presence of plaque in the mouth) at different times during the school year. This will help to reinforce the need for daily removal of plaque.	3. American Dental Association kit: PLAQUE CONTROL
4. Assign a committee to check with the local health department regarding fluoridation in the water supply.	4. Seattle-King County Health Department, phone: 625-2151
5. Ask a dentist or hygienist to give a classroom presentation to show what X-rays reveal.	5. Resource person: dentist, dental hygienist
6. Utilize activity booklet pp. 19-21 to develop learning activity.	6. Activity booklet: YOU AND YOUR HEALTH
7. Select for viewing and discussion any of the related films listed at the right.	7. Related films available through ESD 121: (please preview for classroom suitability) DOORWAY TO DENTAL HEALTH FLOSSING AND BRUSHING HAUNTED MOUTH, THE

#10 **CURRICULUM OBJECTIVE:** The student is able to discuss communicable diseases by:

- Defining what a communicable disease is and how it differs from non-communicable diseases.
- Describing the body's defenses against disease.
- Explaining how vaccines can help protect one from certain diseases.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 154-172.	1. Text: YOU AND YOUR HEALTH
2. Contact a public health officer in your area and arrange for a visitation to your class.	2. Seattle-King County Public Health Department, phone: 852-8400
3. Students prepare reports on the history of various common communicable diseases. Ask students to emphasize where vaccinations have played a part in controlling the spread of these diseases.	3. Library
4. Utilize activity booklet pp. 23, 25, 26.	4. Activity booklet: YOU AND YOUR HEALTH
5. Select for viewing and discussion any of the related films.	5. Related films available from ESD 121: (please preview for classroom suitability) GERMS AND WHAT THEY DO HOW TO CATCH A COLD BODY'S DEFENSES AGAINST THE OUTSIDE WORLD

#11 **CURRICULUM OBJECTIVE:** The student demonstrates an understanding of the responsibility of a community for health by:

- Discussing the role of the Health Department, Sanitation Department and Vector Control Center.

STUDENT LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 175-207.	1. Text: YOU AND YOUR HEALTH
2. Invite a representative from the Health Department to discuss its role in the community.	2. King County Health Department phone: 852-8400
3. Students read library books about air, water, noise and land pollution.	3. Library books
4. Invite a representative from the Sanitation Department to explain recycling of trash.	4&5. King County Health Dept., Restaurant Division, Rodent Control/Environmental Health, phone: 625-2763
5. Invite a representative from the Vector Control Department to discuss rodents, bugs and trash problems in the community.	
6. Utilize activity booklet pp. 27, 29 to develop learning activity.	6. Activity booklet: YOU AND YOUR HEALTH

HEALTH EDUCATION

P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II

HEALTH EDUCATION R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district. A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

GRADE 5

DECEMBER 1981

FEDERAL WAY PUBLIC SCHOOLS

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1980-82

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Carol Weymiller, Patron
Dennis OR Patricia Woodey, Patron

Dan Havrilak, Student
Wes Whitseck, Student

Lucille Trucano, Consultant

GRADE 5

TABLE OF CONTENTS

PREFACE

HEALTH EDUCATION PERSPECTIVES

HEALTH SCOPE AND SEQUENCE CHART

CURRICULUM OBJECTIVES:

1. The student is able to demonstrate a knowledge of emotions, coping and their relationship to health.
2. The student is able to describe the function of the senses.
3. The student understands the structure and function of skin, hair, nails.
4. The student is able to explain the structure and function of the skeletal system.
5. The student is able to describe the process by which food is broken down in order to be used by the body.
6. The student is able to explain the functioning of the respiratory system.
7. The student is able to demonstrate a knowledge of bicycle safety.
8. The student knows the causes and effects of alcohol consumption.
9. The student understands the changes that occur as he/she develops from child to adult.

APPENDIX I - Health Education Policy (P 6122.8)

APPENDIX II - Health Education Regulation (R 6122.8)

PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers. The guides also contain strategies in dealing with sensitive topics in health education.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives.

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

Revised 11/30/81

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

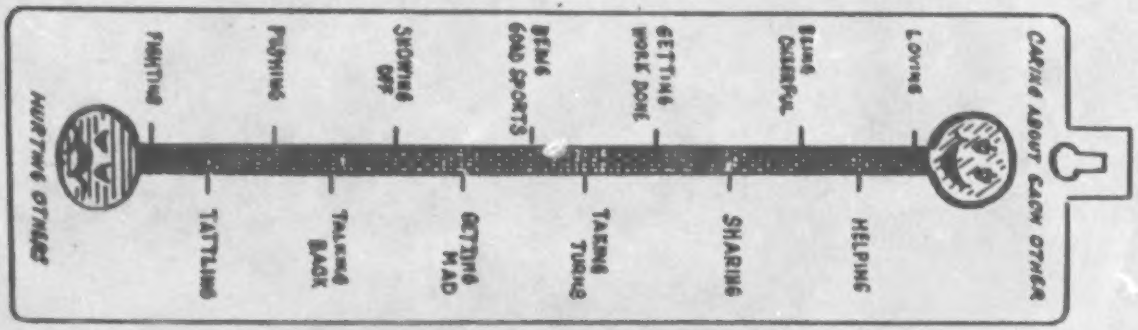
#1 **CURRICULUM OBJECTIVE:** The student is able to demonstrate a knowledge of emotions, coping and their relationship to health by:

- Describing the various emotions all people have.
- Describing what is meant by "displaced anger."
- Identifying ways to cope with various feelings.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 8-27, 30-37.

2. Each student makes a thermometer on tagboard. Students develop a list of things that make them feel good or bad. They write them on the thermometer in place of the degree markings. Insert red and white yarn as the mercury; when students feel the classroom atmosphere change, they move the yarn. They can give their reason for changing it and suggest alternatives to the class if the thermometer shows unhappy feelings.


HURTING OTHERS
FIGHTING
TATTLING
PUSHING
TALKING BACK
SHOWING OFF
GETTING MAD
BEING GOOD SPORTS
TAKING TURNS
GETTING WORK DONE
SHARING
BEING CHEERFUL
HELPING
LOVING
CARING ABOUT EACH OTHER

Alternative: Each student makes a thermometer with top saying "feeling anger" and bottom saying "feeling cool."

3. Students complete these sentences:

"I hurt my friend's feelings when I . . ."
"If someone . . . my feelings are hurt."
"I help someone feel good when I . . ." Discuss.

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH

2. Tagboard, red yarn, white yarn

3. Related films available from ESD 121:

HOW DO YOU SHOW?
TRAVELIN' SHOES
BUT NAMES WILL NEVER HURT
LOVE; SUSAN

#2 CURRICULUM OBJECTIVE: The student is able to describe the function of the senses by:

- Describing the structure and function of the eyes and ears.
- Identifying the processes that allow you to taste and smell.
- Showing the relationship between the brain and the senses.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 38-83.	1. Text: YOU AND YOUR HEALTH
2. Fun with senses: a. Spread the blanket on the floor for five participants to sit on. The rest of the class gathers around them. b. Keep items hidden until you're ready to use them. c. Blindfold five participants. d. Hold an object under their noses. Ask what they smell and then go to the next object. After they smell the ammonia, pass the eraser under their noses. They will probably not be able to smell the eraser. Ask them why. (The sense of smell tires more easily than other senses.) e. Pick a new set of participants and blindfold them. Let them touch the fur and sandpaper. With the ice cube, hold the student's hand and touch the underside of his arm very lightly and quickly wipe off the excess moisture. They may not know if the sensation was one of extreme heat or cold. f. Have apples, onion and potatoes cut in small pieces. Sprinkle lemon juice on apples. Participants hold their noses as they taste each food (same process as "smell" and "touch").	2. Wet bar of soap, chalk eraser, ammonia-soaked pad, fur or velvet, sandpaper, paper towels, wet book, satin, half a lemon, ice cube, chocolate cookie, apple, potato, onion, five blindfolds, blanket or mat
3. Utilize activity booklet pp. 5, 7 to develop learning packet.	3. Activity booklet: YOU AND YOUR HEALTH
	4. Related film available from ESD 121: YOU AND YOUR FIVE SENSES

#3 CURRICULUM OBJECTIVE: The student understands the structure and function of skin, hair, nails by:

- Describing the structure and function of skin, hair and nails.
- Explaining ways to maintain good skin care.
- Researching selected skin problems.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 84-115.

2. Schedule library day. Ask each student to find information on one of the following and write at least 3 sentences to summarize what they've read. On the return to class, use questions such as; what did you find out about _____? In what ways would this information help you to bring out what students discovered through their library reading.

   Areas to research:

   soap
   curly hair
   albino
   warts
   moles
   suntan
   corns
   freckles
   acne
   suntan lotions
   fingerprints
   hair coloring
   fingernails

3. Utilize activity booklet pp. 9, 11 to develop learning activity.

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH

2. Library

3. Activity booklet: YOU AND YOUR HEALTH

#4 CURRICULUM OBJECTIVE: The student is able to explain the structure and function of the skeletal system by:

- Identifying selected bones of the body.
- Stating what a person can do to maintain good posture.
- Relating bone growth to body growth.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 116-157.	1. Text: YOU AND YOUR HEALTH
2. Students complete handout.	2. Handout: BONES, BONES, BONES
3. Students construct skeleton by cutting out tagboard patterns. Secure with brads. Obtain bones to examine formation and composition.	3. Duplicate skeleton pattern on tagboard, brads
4. Utilize activity booklet p. 15 to develop learning activity.	4. Activity booklet: YOU AND YOUR HEALTH
	5. Related films available from ESD 121: I AM JOE'S SPINE POSTURE: THINKING TALL

WORKSHEET: BONES, BONES, BONES

1. The skeleton has ______ bones.

2. The four main types of bones are long, short, flat, and irregular. Give one example of each kind:

   a. Long______________________

   b. Short______________________

   c. Flat______________________

   d. Irregular______________________

3. The bones of the skeleton form a framework which give the body:

   a.______________________

   b.______________________

   c.______________________

4. ______________cells are made in the soft centers of some bones and carried to all parts of the body by the circulatory system.

5. What organs do the following bones protect?

   a. Skull protects______________

   b. Vertebrae protect______________

   c. Rib cage protects______________

6. Joints connect one bone to another allowing movement of bones. Give one example of:

   a. Ball and socket______________

   b. Hinge______________________

   c. Pivot______________________

7. The spinal column ("back bone") is actually a series of 33 bones, called vertebrae, working together. They are divided into sections. Tell how many vertebrae are in each section.

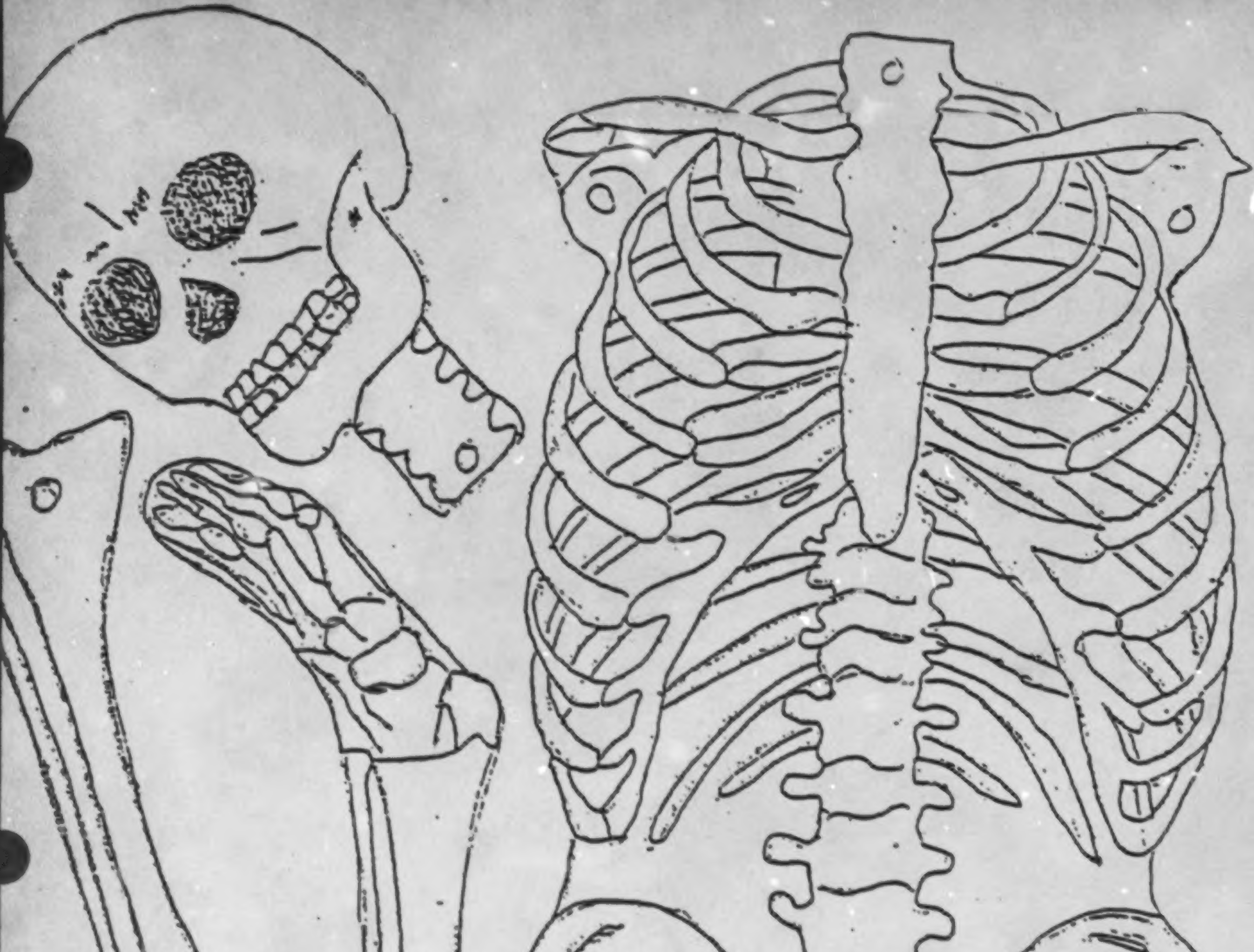
   a. Cervical vertebrae (neck)______________

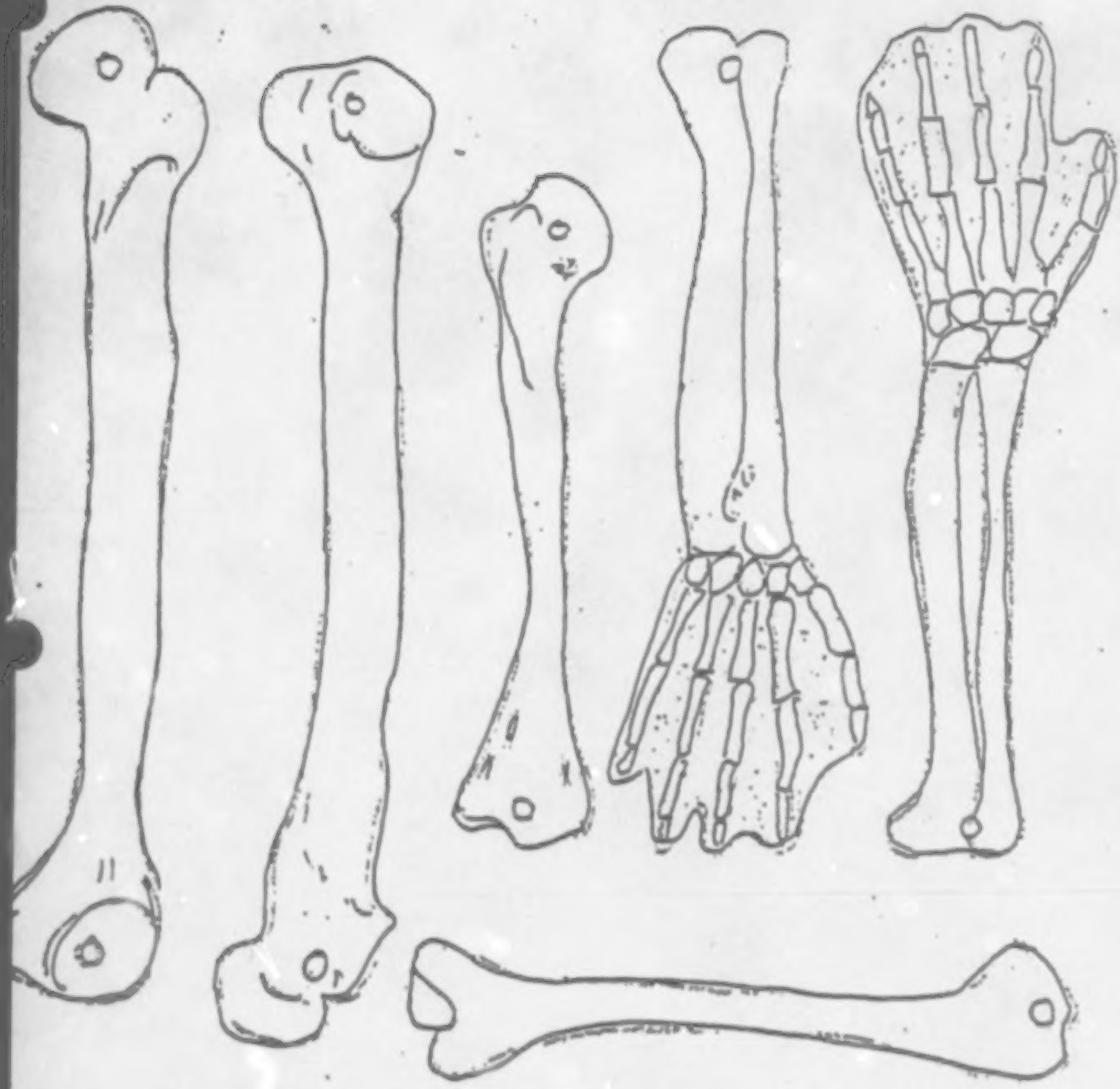
   b. Thoracic vertebrae (chest)______________

   c. Lumbar vertebrae (lower back)______________

   d. Sacrum______________vertebrae fused (joined) together.

   e. Coccyx______________vertebrae fused together.





5 CURRICULUM OBJECTIVE: The student is able to describe the process by which food is broken down in order to be used by the body by:

- Explaining the structure and function of the digestive system.
- Relating the function of healthy teeth to digestion.
- Identifying the kinds of foods the body needs.

SAMPLE LEARNING ACTIVITIES

1. Students read and discuss pp. 158-197.

2. To stimulate thoughts about the digestive system ask the following questions.

   a. Can the digestive system be compared to a kitchen? (yes)
   b. What is the main purpose of a kitchen? (a place to prepare and serve food)
   c. What is the main purpose of the digestive system? (prepares and serves food to the blood; blood carries the liquid food to all the cells of the body)
   d. Why is the digestive system vital to life?

   It is vital to life because it is the mechanism for processing our food so it can be used in the cells for energy to keep us alive, for renewing of worn out tissue and for keeping cells healthy to resist disease.

   The cell is our basic unit! Human beings cannot live without the nutrients in foods that the digestive system delivers to cells.

3. Have students work in pairs. Students take turns tracing outline of each other on butcher paper. Do head and torso only. Have each student turn head to one side to trace outline. When students have finished, they return to their desk.

LEARNING RESOURCES

1. Text: YOU AND YOUR HEALTH

2. Teacher reference: THE DIGESTIVE SYSTEM

3. Text: YOU AND YOUR HEALTH
   Butcher paper (20" x 36") - enough for class
   Felt pens or crayons
   Library books on body
   Digestive system model

SAMPLE LEARNING ACTIVITIES (cont.)

3. (cont.)

Teacher puts the following words on the chalkboard:

liver
small intestine
stomach
teeth
salivary gland (2 of these)
large intestine
tongue
pancreas
esophagus
gall bladder

Have students place each part on the outline of their body in the location where they think it belongs. Students may use books, models and torso to complete.

After students have finished, put their work on the walls. Have students think about questions on each of these parts.

4. Have students complete handout. (Be sure all words have been studied and/or are in text.)

5. Class views filmstrip. Teacher displays large model chart, DIGESTIVE SYSTEM, and begins to describe the parts and tell what each does. Answer questions students have.

The teacher asks the students to pretend they are a piece of hamburger and to take a journey through the digestive system. Students point to the part in succession and teacher writes the name of the part on the board and asks student volunteers to tell what happens to the food in each part. At the same time, students write the outline on handout.

6. Students complete handout.

LEARNING RESOURCES (cont.)

4. Handout: WORK SEARCH

5. Filmstrip: DIGESTIVE SYSTEM
Handout: A JOURNEY THROUGH THE DIGESTIVE SYSTEM
Chart: THE DIGESTIVE SYSTEM

6. Handout: MATCHING

SAMPLE LEARNING ACTIVITIES (cont.)	LEARNING RESOURCES (cont.)
7. Students complete handout.	7. Handout: SEQUENCE EXERCISE
8. Utilize activity booklet, pp. 17, 19, 21 to develop learning activity.	8. Activity booklet: YOU AND YOUR HEALTH
9. Select for viewing and discussion any of the related films listed at the right.	9. Related films available from ESD 121: (Please preview for classroom suitability) HOW A HAMBURGER TURNS INTO YOU I AM JOE'S STOMACH TRIGGER FOODS
10. Utilize "Food - Your Choice," Level 3 kit.	10. American Dairy Council Kit, FOOD - YOUR CHOICE, Level 3

THE DIGESTIVE SYSTEM

Vocabulary

digestion
digestive system
continuous
tube
food tube
alimentary canal
rectum
juices
enzymes
broken
saliva
swallow
stomach
esophagus
gastric juice
small intestine
pancreatic juice
intestinal juice
bile
fat
villi
capillaries
waste

Every cell in the human body must have food. The food that cells can use is different from the food that starts in your mouth. The food you eat must be changed to a simple liquid form. This process is called digestion. It is the job of the digestive system.

Foods are digested in organs that form a continuous tube called the food tube or the alimintary canal. The food tube starts with the mouth and ends with the rectum.

Digestive juices change our food to food our cells can use. These juices have chemicals called enzymes that make foods into liquid. In the liquid form, foods can be taken to and used by all cells of the body.

Digestion Step by Step

1) The Teeth: First, food is broken into smaller pieces by the teeth in the mouth.

2) Saliva: While food is being chewed, it is also mixed with saliva in the mouth. Saliva softens food so that we can swallow it. Saliva also changes some foods so that the body can use them.

3) The Stomach: The food goes from the mouth to the stomach by the esophagus. The muscles in the stomach turn the food around and around to mix it with gastric juice. After a few hours in the stomach the food goes to the small intestine.

4) The Small Intestine. The small intestine is mora than 20 feet long and one inch wide. Digestion ends in the small intestine. Pancreatic juice from the pancreas and intestinal juice is added to the food here. Bile from the liver is also added. Bile is necessary to digest fat. The food is now ready to be used by the cells of the body.

The food in this simple liquid form goes into the blood through the villi. Villi are tiny and hair-like. Blood in the capillaries (Small blood vessels) pick up the food and take it to all the cells of the body.

5) The large Intestine. The food that is not used by the body goes from the small intestine to the large intestine. Water than leaves the waste. What is left over leaves the body through the rectum (anus).

WORD SEARCH

S	E	S	O	P	H	A	G	U	S	H	U	G	E	A	L	A	W	W
L	L	S	S	E	M	Y	Z	N	E	U	C	S	N	C	O	W	K	O
A	A	N	N	O	I	T	S	E	G	I	D	A	C	H	I	J	S	L
N	U	T	U	P	Y	K	P	H	G	S	C	C	M	F	O	O	M	L
A	I	P	T	X	H	F	T	I	T	Y	K	Y	R	O	F	O	A	A
C	L	I	N	J	Z	A	P	N	R	J	Z	H	E	O	T	L	L	W
Y	A	T	E	E	H	G	A	A	H	F	S	T	C	D	M	S	L	S
R	S	M	A	A	L	I	T	E	E	T	H	R	T	D	J	U	I	C
A	A	M	S	F	E	C	D	R	C	A	N	H	U	C	I	W	N	A
T	L	L	E	S	H	L	V	I	H	T	U	O	M	T	F	A	T	T
N	I	X	C	T	E	H	D	B	P	S	W	M	O	T	I	I	E	D
E	V	D	I	G	E	S	T	I	V	E	S	Y	S	T	E	M	S	O
[illegible]	A	C	U	T	O	N	R	L	G	A	S	T	R	I	C	Y	T	O
I	C	V	J	E	M	G	T	E	V	O	D	A	V	I	L	L	I	D
L	U	Q	B	I	Z	S	E	I	R	A	L	L	I	P	A	C	N	Y
A	P	R	R	S	F	O	O	D	T	U	B	E	T	U	P	E	E	D

alimentary canal
digestive system
stomach
bile
small intestine

esophagus
fat
capillaries
villi
enzymes

saliva
food tube
digestion
rectum
gastric

juices
mouth
food
teeth
swallow

A JOURNEY THROUGH THE DIGESTIVE SYSTEM

Part:	Function:
IN MOUTH (what parts?)	
Teeth _ _ _ _ _ _ _ _ _ _	Chew and grind food into small pieces
Glands (salivary) - (locate) _ _ _ _	Give off saliva to mix with food
IN THROAT	
Epiglottis (swallow and feel it with your finger) _ _ _ _	Closes so food won't go in your windpipe and choke you
Esophagus (e-soph-a-gus) foodpipe, a tube - muscular _ _ _ _	Squeezes food to stomach
IN STOMACH	
A hollow bag made of very strong muscles _ _ _ _ _ _ _ _ _ _	Churns the food
Gastric juices (acid) _ _ _ _ _ _	Mixes with food and makes it soupy
IN SMALL INTESTINES	
21 feet long (measure on floor) _ _ _ _	Food mixes with chemicals here
upper part has glands around it:	
Liver - gives off bile to gall bladder to small intestine _ _ _ _	Bile mixes with food
Pancreas gives off pancreatic juices - - - - - - - - - -	Juices mix with food
Lower part contains folds with blood vessels _ _ _ _ _ _ _ _ _ _	Food now a liquid chemical seeps into blood vessels from here

Now in blood, your liquid food flows to all
the ___cells___ where the nutrients are
absorbed and used for ___energy___________
and ___growth___________.

IN LARGE INTESTINES _ _ _ _ _ _ _	A few leftover foods are absorbed into the bloodstream from here, but most are waste parts of food which are eliminated from here -- called bowel movement

Some waste is carried by the blood to the kidneys.
Water you drink (about half) is used to remove waste
from your kidneys -- called urination.

MATCHING

Directions: Match the definition with the right word. Put the letter of that word in the blank before the definition.

1. __________ the food tube ends here
2. __________ the food goes from the mouth to the stomach by this tube
3. __________ the chemicals that help in digestion
4. __________ food we eat must be changed into this form
5. __________ another name for the food tube
6. __________ these break and chew food in the mouth
7. __________ digestive juice in the mouth
8. __________ digestive juice in the stomach
9. __________ food goes into the blood from the small intestine through these
10. __________ digestive juice from the liver
11. __________ small blood vessels
12. __________ more than 20 feet long
13. __________ after the small intestine food goes here
14. __________ the food tube begins here
15. __________ these need food
16. __________ food stays here a few hours
17. __________ the process of changing food to liquid usable form.

a. digestion
b. liquid
c. teeth
d. cells
e. saliva
f. bile
g. enzymes
h. gastric juice
i. small intestine
j. rectum
k. esophogus
l. large intestine
m. alimentary canal
n. villa
o. capillaries
p. mouth
q. stomach

ANSWER KEY

MATCHING

Directions: Match the definition with the right word. Put the letter of that word in the blank before the definition.

1. j the food tube ends here
2. k the food goes from the mouth to the stomach by this tube
3. g the chemicals that help in digestion
4. b food we eat must be changed into this form
5. m another name for the food tube
6. c these break and chew food in the mouth
7. e digestive juice in the mouth
8. h digestive juice in the stomach
9. n food goes into the blood from the small intestine through these
10. f digestive juice from the liver
11. o small blood vessels
12. i more than 20 feet long
13. l after the small intestine food goes here
14. p the food tube begins here
15. d these need food
16. q food stays here a few hours
17. a the process of changing food to liquid usable form.

a. digestion
b. liquid
c. teeth
d. cells
e. saliva
f. bile
g. enzymes
h. gastric juice
i. small intestine
j. rectum
k. esophogus
l. large intestine
m. alimentary canal
n. villa
o. capillaries
p. mouth
q. stomach

SEQUENCE EXERCISE

Directions: Read the following sentences. They are not in the right order. Decide which sentence should be first, second, third, fourth, etc. Number them from 1 to 9. Copy the reordered paragraph in the space below.

_____ After a few hours in the stomach, the food goes to the small intestine.

_____ Blood in the capillaries pick up the food and take it to all the cells of the body.

_____ First, food is broken into smaller pieces by the teeth in the mouth.

_____ Food goes from the mouth to the stomach by the esophagus.

_____ Food that is not used by the body goes from the small to the large intestine.

_____ Digestion ends in the small intestine.

_____ After the large intestine, food leaves the body.

_____ Saliva softens food so we can swallow it.

_____ Muscles in the stomach turn the food around and around to mix it with gastric juice.

____

____

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ANSWER KEY

SEQUENCE EXERCISE

Directions: Read the following sentences. They are not in the right order. Decide which sentence should be first, second, third, fourth, etc. Number them from 1 to 9. Copy the reordered paragraph in the space below.

__5__ After a few hours in the stomach, the food goes to the small intestine.

__7__ Blood in the capillaries pick up the food and take it to all the cells of the body.

__1__ First, food is broken into smaller pieces by the teeth in the mouth.

__3__ Food goes from the mouth to the stomach by the esophagus.

__8__ Food that is not used by the body goes from the small to the large intestine.

__6__ Digestion ends in the small intestine.

__9__ After the large intestine, food leaves the body.

__2__ Saliva softens food so we can swallow it.

__4__ Muscles in the stomach turn the food around and around to mix it with gastric juice.

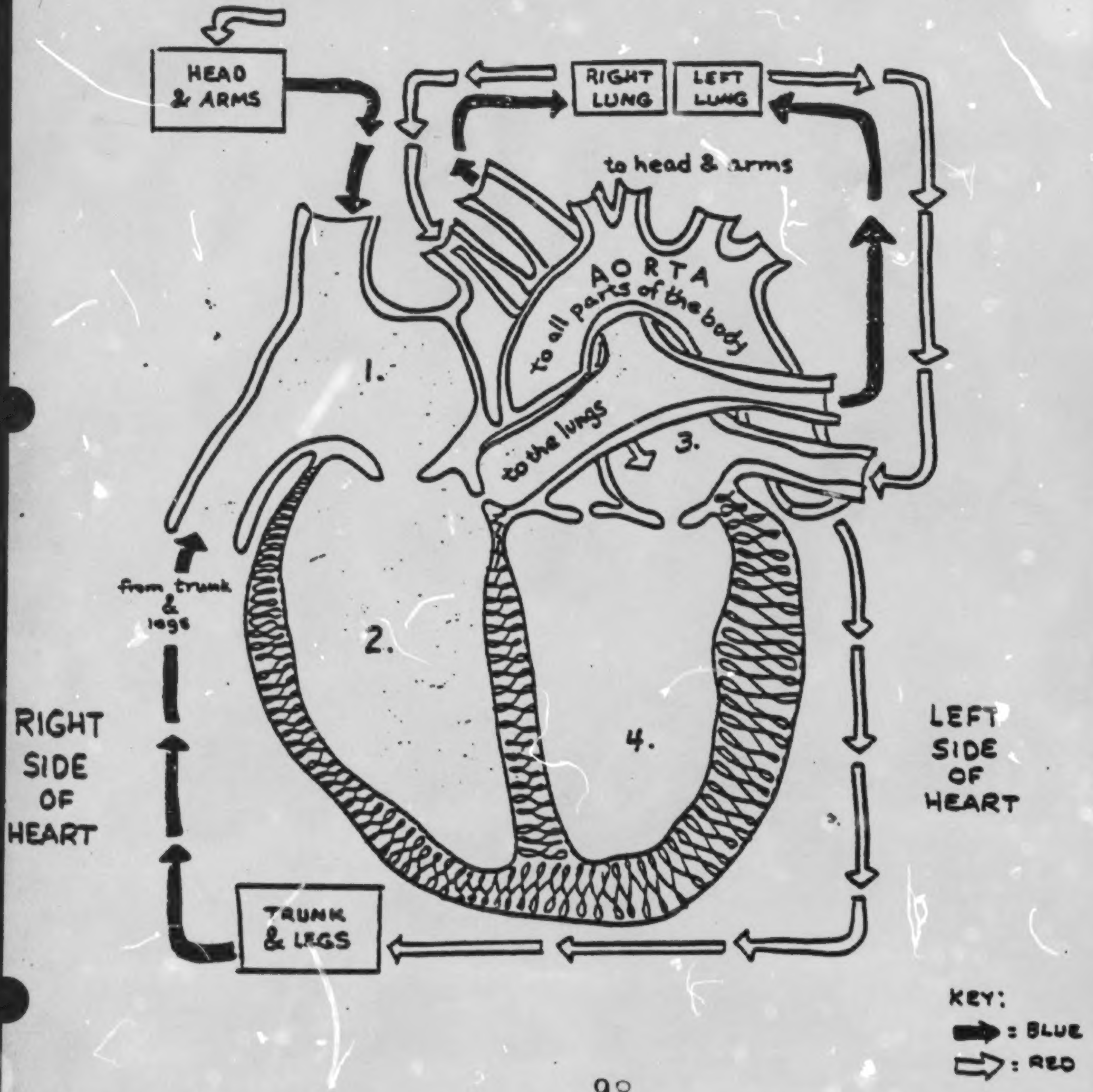
#6 CURRICULUM OBJECTIVE: The student is able to explain the functioning of the respiratory system by:

- Describing the process of breathing.
- Relating the functioning of the respiratory system to the circulatory system.
- Examining the effects of harmful substances on the lungs.

	SAMPLE LEARNING ACTIVITIES		LEARNING RESOURCES
1.	Students read and discuss pp. 198-213, 214-233.	1.	Text: YOU AND YOUR HEALTH
2.	Students complete handout.	2.	Handout: HOW DOES YOUR HEART WORK?
3.	Students complete handout.	3.	Handout: HEART WORD SEARCH
4.	To become familiar with the parts of the respiratory system, students complete vocabulary handout.	4.	Handout: RESPIRATORY SYSTEM VOCABULARY
5.	Distribute copies of Respiratory Diagram and have students label parts.	5.	Handout: RESPIRATORY SYSTEM DIAGRAM
6.	Administer Respiratory System Test.	6.	Handout: RESPIRATORY SYSTEM TEST
7.	Utilize activity booklet pp. 23, 25 to develop learning activity.	7.	Activity booklet: YOU AND YOUR HEALTH
8.	Health Network Kit, Unit 5, "Respiratory System."	8.	American Cancer Society HEALTH NETWORK KIT, Unit 5
9.	Select for viewing and discussion any of the related films at the right.	9.	Related films available through ESD 121: (Please preview for classroom suitability) EVERYONE'S A WINNER: HEART-LUNG ENDURANCE I AM JOE'S LUNG BE SMART! DON'T START FIRST CIGARETTE

How Does Your Heart Work?

Your heart is the strongest muscle in your body. It weighs less than a pound and is about the size of your fist. It beats 70-75 times a minute but if you are really exercising, it may beat as many as 200 times a minute. The heart is the central pump that sends blood throughout your body. Let us investigate how this organ works.


HEAD & ARMS
RIGHT LUNG
LEFT LUNG
to head & arms
AORTA
to all parts of the body
1.
to the lungs
3.
from trunk & legs
2.
4.
RIGHT SIDE OF HEART
LEFT SIDE OF HEART
TRUNK & LEGS
KEY:
➡ : BLUE
⇨ : RED

HEART WORD SEARCH

NAME ______________________ DATE __________

A T R I U M S C P A O R T A F
U D N P Z L L Q G F R O E R T
R R M U K I E Y H Q V D E E P
I M N L S J S K H E O N L D Y
C Y R S L P S B I H A E S C R
L R C E L L E N J C T R D E A
E O L B E A V A X A R Q T L L
S T K C C S D E L A F P M L L
T A B C E M O P N R F E G S I
L L D V T A O W O T Z I T W P
S U O Y I V L G X E R Y B B A
V C O B H I B R V R U I A R C
E R L Z W H I W B Y C S C D I
I I B A X J A U C D T B A L W
N C A C O R P U S C L E Z T E

WORDS MAY BE VERTICAL, HORIZONTAL, OR DIAGONAL. THEY MAY BE BACKWARDS OR FORWARDS.

VEIN
AURICLES
BLOOD
PULSE
HEART
CIRCULATION

CORPUSCLE
WHITE CELL
PLASMA
BLOOD VESSELS
ATRIUM
RED CELL

PLATELET
ARTERY
VENTRICLE
CAPILLARY
FIBRIN
AORTA

SNIFF
SNIFF

RESPIRATORY SYSTEM VOCABULARY HANDOUT

Use the following words to fill in the blanks:

diaphram
epiglottis
mouth
bronchial tubes
trachea
alveoli
nose
carbon dioxide
oxygen
blood
energy
bronchioles
capillaries
cillia
lungs

1. We are able to inhale air through our m______________ and n______________.
2. The nose, trachea and bronchial tubes contain hair like filaments called c______________ that clean the air as it passes by.
3. The e______________ is the covering over the trachea which prevents food from entering the trachea.
4. The air travels down the t______________ or windpipe.
5. The trachea divides into two b______________ t______________ which take air into the lungs.
6. The bronchial tubes divide into many branches called b______________.
7. The tiny air-filled sacs at the ends of the bronchioles are called a______________.
8. The millions of hollow alveoli are surrounded by c______________ or tiny blood vessels.
9. Oxygen molecules from the air pass through the thin walls of the alveoli and capillaries and enter the b______________.
10. The red blood cells carry o______________ to surrounding cells throughout the body.
11. The cells combine the oxygen with food to produce e______________ for life.
12. In this process c______________ d______________ is produced as a waste product and released back into the capillaries.
13. The carbon dioxide is carried by the blood in the capillaries back to the l__________.
14. In the lungs the carbon dioxide passes into the alveoli and is exhaled through the t______________.
15. We can inhale and exhale with the help of a thick sheet of muscle called the d______________.

RESPIRATORY SYSTEM VOCABULARY HANDOUT
ANSWER SHEET

Use the following words to fill in the blanks:

diaphram
epiglottis
mouth
bronchial tubes
trachea
alveoli
nose
carbon dioxide
oxygen
blood
energy
bronchioles
capillaries
cillia
lungs

1. We are able to inhale air through our MOUTH and NOSE.

2. The nose, trachea and bronchial tubes contain hair like filaments called CILLIA that clean the air as it passes by.

3. The EPIGLOTTIS is the covering over the trachea which prevents food from entering the trachea.

4. The air travels down the TRACHEA or windpipe.

5. The trachea divides into two BRONCHIAL TUBES which take air into the lungs.

6. The bronchial tubes divide into many branches called BRONCHIOLES.

7. The tiny air-filled sacs at the ends of the bronchioles are called ALVEOLI.

8. The millions of hollow alveoli are surrounded by CAPILLARIES or tiny blood vessels.

9. Oxygen molecules from the air pass through the thin walls of the alveoli and capillaries and enter the BLOOD.

10. The red blood cells carry OXYGEN to surrounding cells throughout the body.

11. The cells combine the oxygen with food to produce ENERGY for life.

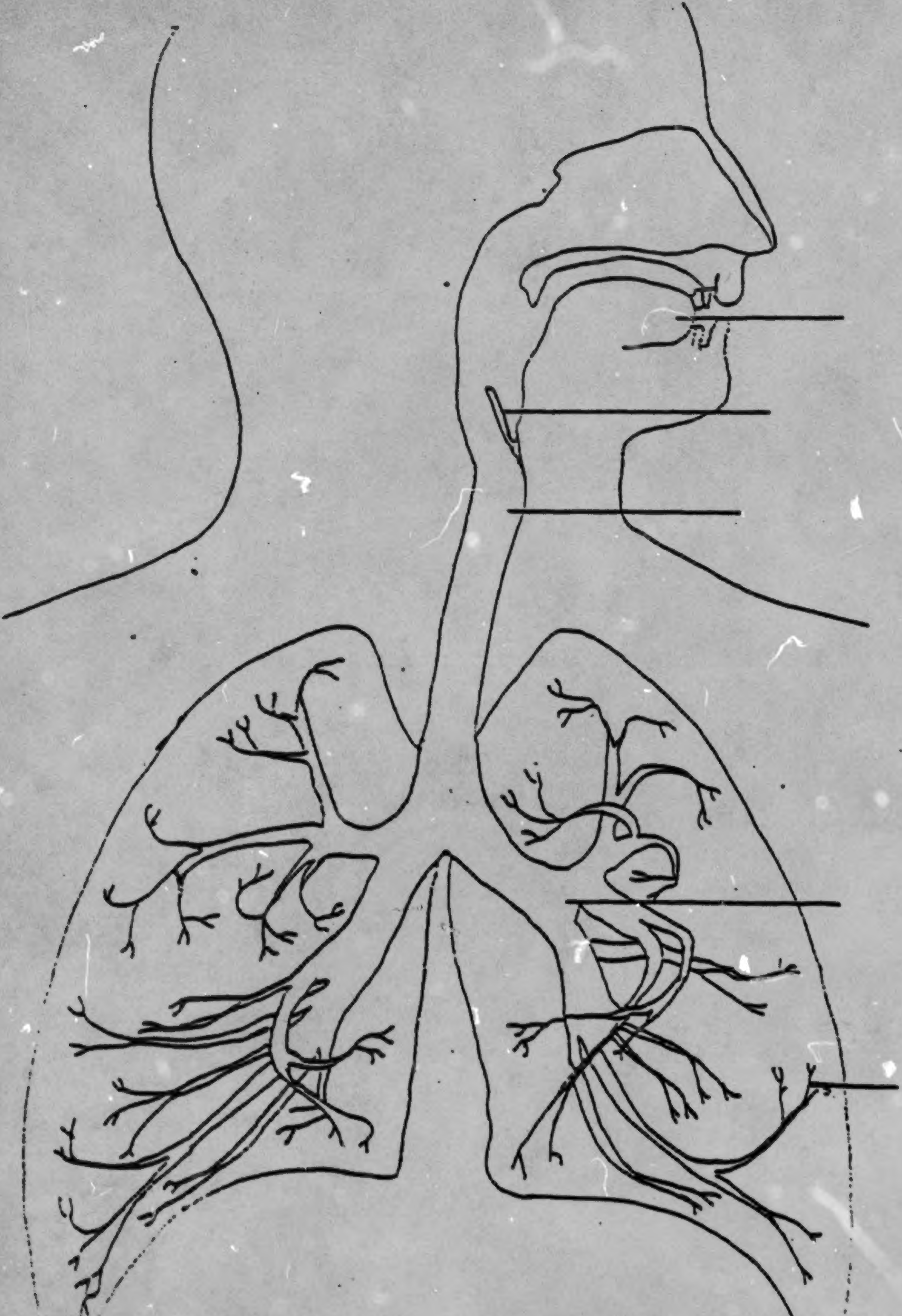
12. In this process CARBON DIOXIDE is produced as a waste product and released back into the capillaries.

13. The carbon dioxide is carried by the blood in the capillaries back to the LUNGS.

14. In the lungs the carbon dioxide passes into the alveoli and is exhaled through the TRACHEA.

15. We can inhale and exhale with the help of a thick sheet of muscle called the DIAPHRAM.

Respiratory System Diagram Worksheet Name________________________



THE RESPIRATORY SYSTEM TEST **MATCHING**

Directions: Match the definition with the right word (s).

1. _____ Every cell in the body needs food and this.
2. _____ Burning food and making energy
3. _____ Hair-like structures in the nose
4. _____ The main organs of the respiratory system
5. _____ Another name for the windpipe
6. _____ Another name for the voicebox
7. _____ Taking in oxygen and getting rid of wastes
8. _____ Air goes here first
9. _____ Cilia do this
10. _____ Carries oxygen to cells
11. _____ Waste products of the respiratory system
12. _____ Breathing out
13. _____ Breathing in
14. _____ The organs and process that help the body to get oxygen and get rid of wastes

a. filter the air
b. lungs
c. oxidation
d. trachea
e. respiration
f. inhalation
g. oxygen
h. larynx
i. nasal passage
j. respiratory system
k. cilia
l. bloodstream
m. carbon dioxide and water
n. exhalation

THE RESPIRATORY SYSTEM TEST (Cont.)

Directions: Read the following sentences. They are not in the right order. Decide which sentence should be first, second, third, fourth, etc. Number them from 1 to 7. Copy the reordered paragraph in the space below.

_____ After that it goes through the trachea or windpipe.

_____ Finally, it reaches the lungs, the main organs of the respiratory system.

_____ The wastes of oxidation (carbon dioxide and water) leave the body when we breath out.

_____ Next, air goes into the larynx or voicebox.

_____ Then the bloodstream carries the oxygen to the cells all over the body.

_____ First, air goes through the nose when we breath in.

_____ At the same time, the bloodstream brings the carbon dioxide waste products back to the lungs from the cells of the body.

THE RESPIRATORY SYSTEM TEST
ANSWER SHEET

MATCHING

Directions: Match the definition with the right word (s).

1. g Every cell in the body needs food and this.
2. c Burning food and making energy
3. k Hair-like structures in the nose
4. b The main organs of the respiratory system
5. d Another name for the windpipe
6. h Another name for the voicebox
7. e Taking in oxygen and getting rid of wastes
8. i Air goes here first
9. a Cilia do this
10. l Carries oxygen to cells
11. m Waste products of the respiratory system
12. n Breathing out
13. f Breathing in
14. j The organs and process that help the body to get oxygen and get rid of wastes

a. filter the air
b. lungs
c. oxidation
d. trachea
e. respiration
f. inhalation
g. oxygen
h. larynx
i. nasal passage
j. respiratory system
k. cilia
l. bloodstream
m. carbon dioxide and water
n. exhalation

THE RESPIRATORY SYSTEM TEST (Cont.)
ANSWER SHEET

Directions: Read the following sentences. They are not in the right order. Decide which sentence should be first, second, third, fourth, etc. Number them from 1 to 7. Copy the reordered paragraph in the space below.

__2__ After that it goes through the trachea or windpipe.

__4__ Finally, it reaches the lungs, the main organs of the respiratory system.

__7__ The wastes of oxidation (carbon dioxide and water) leave the body when we breath out.

__3__ Next, air goes into the larynx or voicebox.

__5__ Then the bloodstream carries the oxygen to the cells all over the body.

__1__ First, air goes through the nose when we breath in.

__6__ At the same time, the bloodstream brings the carbon dioxide waste products back to the lungs from the cells of the body.

#7 **CURRICULUM OBJECTIVE:** The student is able to demonstrate knowledge of bicycle safety by:

- Relating bicycle rules and regulations in the state of Washington.
- Identifying and interpreting the meaning of traffic signs and signals.
- Naming the parts of the bicycle and each function.
- Examining the condition of a bike and recommending maintenance required.
- Identifying special hazards that affect safety/performance of a bicyclist and suggesting ways of diminishing the hazards.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 237-242.	1. Text: YOU AND YOUR HEALTH
2. Ask safety officer to speak to class. Especially ask that the Washington state laws for bicyclists be reviewed.	2. Contact local police or State Patrol Teacher reference: WASHINGTON BICYCLIST'S GUIDE
3. To stimulate student interest, distribute pre/post-test. Ask students to take pre-test (administer same test as post-test).	3. Pre/post-test: QUESTIONS FOR BICYCLE SAFETY UNIT
4. The DEFENSIVE DRIVING handout has students describe what action might be taken in a given situation. Have students complete handout.	4. Handout: DEFENSIVE DRIVING
5. CARE OF A BICYCLE is a handout describing basic bicycle maintenance procedures. After students read this, have them complete handout CHECK IT OUT at home or on a bicycle at school.	5. Handout: CARE OF A BICYCLE Handout: CHECK IT OUT
6. Lead discussion on SITUATIONS.	6. Teacher reference: SITUATIONS
7. Students view WHAT ABOUT BICYCLES AND CYCLE SAFETY.	7. ESD 121, BICYCLE SAFETY KIT 108
8. Utilize activity booklet p. 27 to develop learning activity.	8. Activity booklet: YOU AND YOUR HEALTH
9. Discuss packet information, A COOPERATIVE SCHOOL BIKE SAFETY PROGRAM.	9. The Travelers Insurance Company Packet, A COOPERATIVE SCHOOL BIKE SAFETY PROGRAM

QUESTIONS FOR BICYCLE SAFETY UNIT

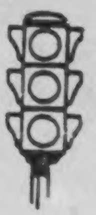
Name ____ Score ________

Matching:

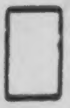
Match the selections on the left with the illustrations and place the letter corresponding to the correct selection in the answer blank.

Selections

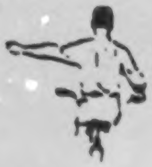
A. Regulatory Sign
B. Red, Stop
C. Left Turn Signal
D. Slow or Stop Signal
E. Green, Go
F. Right Turn Signal
G. Warning Sign
H. Stop Sign
I. Railroad Crossing Sign
J. Yellow, Caution
K. Route Marker Sign
L. Yield Sign



1.________
2.________
3.________



4.________



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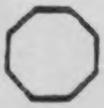
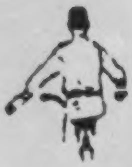


6.________

7.________



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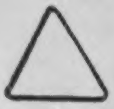
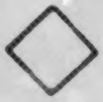
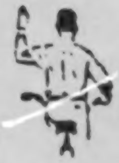


9.________



10.________



11.________

12. Bicycle driver should be driving slow enough to be able to stop in time to avoid all dangers. True ___ False ___

13. A bicycle is considered a vehicle and is subject to all the laws governing automobile traffic. True ___ False ___

14. Bicycle drivers must obey all traffic signs, stop and go signals and other safety control devices. True ___ False ___

15. Car drivers always obey all safety signs and traffic lights. True ___ False ___

16. A bicycle is considered a vehicle and should be ridden on the right-hand side of the street or highway. True ___ False ___

17. When passing a slow moving car ahead going in the same direction, you should pass to the left of this car. True ___ False ___

QUESTIONS FOR BICYCLE SAFETY UNIT

PAGE 2

18. The headlight of a bicycle should be seen from a distance of 500 feet. True ___ False ___

19. Hitch-hiking or holding on to moving vehicles is safe if the rider is watchful. True ___ False ___

20. It is all right for two people to ride on a bicycle which is designed for one person. True ___ False ___

21. A bicycle driver should never weave in and out of traffic or swerve from side to side. True ___ False ___

22. A bicycle driver must watch for car door opening. True ___ False ___

23. It is desirable to ride at least three feet away when passing parked cars. True ___ False ___

24. Bicycles should be "walked" across heavily traveled intersections. True ___ False ___

25. On a country highway, bicycle drivers should keep to the left side of the road the same as pedestrians. True ___ False ___

26. Proper hand signals should be given 100 feet before making a turn. True ___ False ___

27. Night riding without a front light and a red rear reflector is unsafe and very dangerous. True ___ False ___

28. It is safe to ride bicycles three side by side when riding in a group. True ___ False ___

29. A bicycle in poor condition is safe if the rider is skilled. True ___ False ___

30. Bicycle drivers must yield the right-of-way to pedestrians. True ___ False ___

QUESTIONS FOR BICYCLE SAFETY UNIT
ANSWER KEY

Name ____________________________ Score ______

Matching:

Match the selections on the left with the illustrations and place the letter corresponding to the correct selection in the answer blank.

Selections

A. Regulatory Sign
B. Red, Stop
C. Left Turn Signal
D. Slow or Stop Signal
E. Green, Go
F. Right Turn Signal
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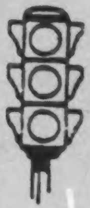
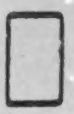


1. B
2. J
3. E



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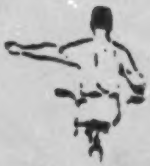

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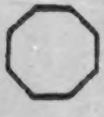

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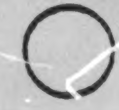

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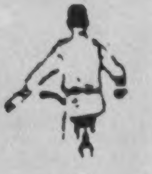

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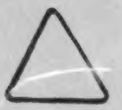
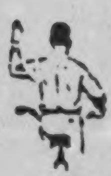


9. L

10. G



11. F

12. Bicycle driver should be driving slow enough to be able to stop in time to avoid all dangers. True X False ___

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14. Bicycle drivers must obey all traffic signs, stop and go signals and other safety control devices. True X False ___

15. Car drivers always obey all safety signs and traffic lights. True ___ False X

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QUESTIONS FOR BICYCLE SAFETY UNIT
ANSWER KEY
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HANDOUT

DEFENSIVE DRIVING

IDENTIFY	PREDICT	DECIDE	EXECUTE
(What are the Factors that might forecast a problem?)	(What Problem might result?)	(Desired Solution to possible problem)	(Specific Action to be taken)
A driver is sitting in a parked car with engine not running.			
A driver is sitting in a parked car with engine running.			
A storm sewer grating lies in your path.			
A person carrying a white cane is standing on the corner.			
You are driving your bicycle on a blacktop street. Rain starts after several days of no rain.			

DEFENSIVE DRIVING
KEY

IDENTIFY	PREDICT	DECIDE	EXECUTE
(What are the Factors that might forecast a problem?)	(What Problem might result?)	(Desired Solution to possible problem)	(Specific Action to be taken)
A driver is sitting in a parked car with engine not running.	Driver might open car door	Avoid car door	Steer left
A driver is sitting in a parked car with engine running.	Car might pull out	Avoid collision	Slowing down and being prepared to stop
A storm sewer grating lies in your path.	Bicycle tire and wheel might slip into grating throwing driver over handlebars	Avoid grating	Steering away or stopping
A person carrying a white cane is standing on the corner.	Person might step out into bicycle's path	Avoid collision	Stopping
You are driving your bicycle on a blacktop street. Rain starts after several days of no rain.	Traction might be reduced by water and grease mixture on road surface. Bicycle could skid or lose balance	Increase control of bicycle	Slowing down or walking the bicycle

CARE OF A BICYCLE

Nuts and Bolts: Keep axle nuts, handlebar bolts and all other bolts tight.

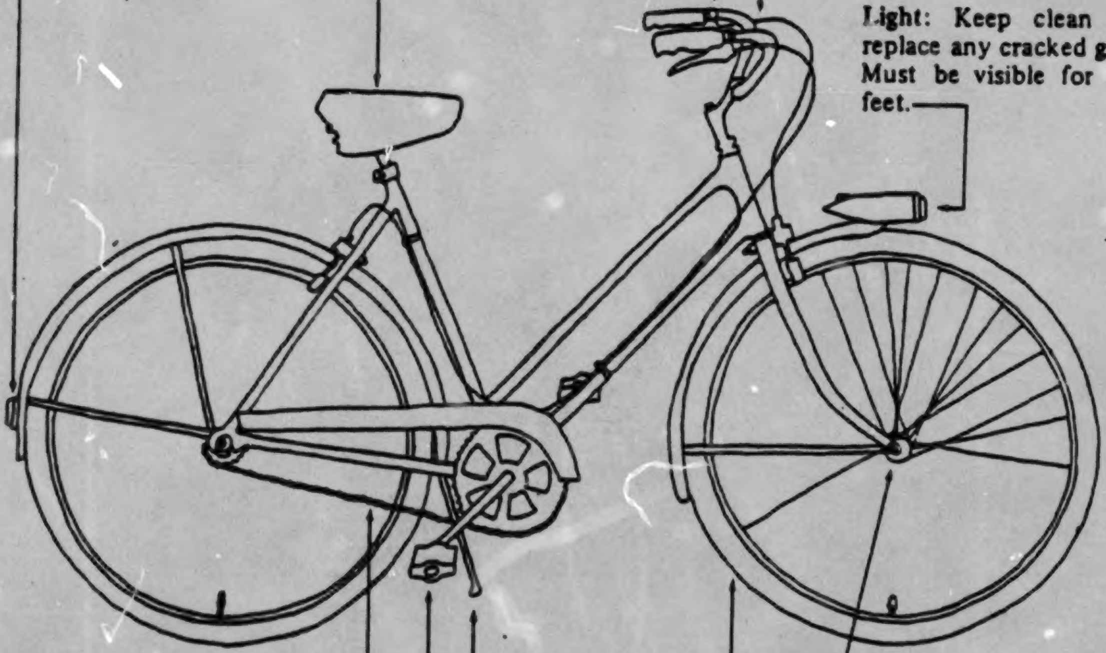
Seat: Seat tight and correct height.

Reflector: Keep clean and replace a cracked reflector. Must be visible for 300 feet.

Handlebars: Handlebars cemented tight, replace grips if loose.

Brakes: Oil inside. Check for broken strands and keep in adjustment.

Light: Keep clean and replace any cracked glass. Must be visible for 300 feet.



Chain: Keep oiled. The proper slack should be ½" - ¾". A loose chain may come off, resulting in no brakes.

Pedals: Oil pedals frequently so they will spin freely.

Kickstand: Keep kickstand tight. Do not sit on bike with stand down

Axles: Lubricate frequently.

Tires: Check condition of tires often. Look for breaks or cuts in the rubber. Keep inflated to the pressure suggested on the sidewall.

Storage: When bicycle not in use, keep your bike in the garage or in a covered area.

Check It Out

In order to be a safe bike driver, your bike must be maintained properly. Use this check list to check the condition of your bike.

			YES	NO
Brakes	1.	Do they stop the bike smoothly within 12 feet?	____	____
	2.	If you have handbrakes, are the brake pads 1/8" x 1/4" away from the wheel rim?	____	____
Wheels	1.	Do they spin freely?	____	____
	2.	When pedals are turned, is the rim round?	____	____
Spokes	1.	Are all spokes tight? (They are tight if make a high pitched noise when plucked with the fingernail.)	____	____
	2.	Are all spokes in place?	____	____
Chain	1.	Is the chain complete and in good working condition? (No broken or damaged links?)	____	____
	2.	Is the chain clean?	____	____
	3.	Has the chain been lubricated?	____	____
	4.	Does the chain fit snugly? (No more than 1/4" "play" in the chain?)	____	____
Tires	1.	Are tires firm when you pinch them?	____	____
	2.	Is the tread of the tire good?	____	____
Pedals	1.	Is the pedal complete?	____	____
	2.	Are pedal reflectors clean?	____	____
Saddle	1.	Is it properly adjusted to fit the driver? (Leg should be straight when driver sits on seat and pedal is at its lowest point.)	____	____
	2.	Does the seat post fit into the frame at least two inches?	____	____
Handlebars	1.	Are they the same height as the seat? (Racing style)	____	____
	2.	Are they tightened securely?	____	____
Lights	1.	Does your bike have a light which can be seen 300 feet to the front for night driving?	____	____
	2.	Does it have at least one reflector in the rear which can be seen at 300 feet?	____	____
	3.	Are light and reflectors clean?	____	____
Frame	1.	Is the frame clean?	____	____
	2.	Is the frame strong enough to support you?	____	____

If you were able to answer "YES" to all the questions, your bike will pass a bicycle safety inspection.

SITUATIONS

Situation I

Tom planned to go swimming with a friend and was to meet him at McDonald's by 1:00 p.m. Just as he was beginning to leave, his mother reminded him he hadn't watered the back lawn. Tom quickly set the sprinklers out and hurriedly left on his bike. As he pedaled off he knew Bob would be waiting. As he turned the corner away from his house he thought if he biked to McDonald's by way of the highway instead of the residential route he would cut 4 or 5 minutes off his travel time.

If you were Tom, what could you do? What would you do? Why?

Situation II

Judy had been late twice the past week getting home from school. Her mother told her that one more time late and she wouldn't be able to go to the show Saturday. After volleyball practice, Judy stayed a little too long talking with her friends about their upcoming first game of the season. She finally broke in to the conversation to say she had to get home. She had eight minutes to get home. Judy knew that if she pedaled fast all the way home, she could make it without being grounded. As Judy jumped on her bike, scenes flashed through her mind. The heavy automobile traffic and rough roadway, that dog that is always there to run out at bicyclists, and her deadline "not a minute past four-thirty"!

If you were in this situation, what could you do? What would you do?

Situation III

Suppose your friend asks you to ride to the grocery store to buy some bread and milk for his mother. You get permission to go and as you get your bike to leave, it is obvious your back hand brake doesn't work.

If you were in this situation, what could you do? What would you do?

Situation IV

You don't have a headlight on your bike. After going home from school, you ride back eight blocks to the school basketball court to meet your friends for a game. It gets dark early in the winter and as your game breaks up, you realize the darkness rapidly coming as automobiles have turned on their lights. There is still enough light to see as you get on your bike and race across the playground. As you near the road, you have to decide what to do.

If you were in this situation, what could you do? What would you do?

Situation V

You have ridden your bike to a friend's house to stay overnight. You get up the next morning and get ready to ride home when you notice a heavy fog has set in. Your bike doesn't have a light. Your parents are not home and neither are your friend's parents.

If you were in this situation, what could you do? What would you do?

#8 **CURRICULUM OBJECTIVE**: The student knows the causes and effects of alcohol consumption by:

- Defining drugs.
- Understanding "coping" behavior.
- Understanding responsibilities, risks and consequences of using alcohol.
- Identifying the physical and behavioral effects of alcohol on the body.
- Distinguishing between facts and myths about alcohol.
- Investigating why people drink and why people don't drink.
- Understanding how peer pressure affects behavior.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 181, 236-259, 261-265.	1. Text: YOU AND YOUR HEALTH
2. Utilize list of activities and resources from the kit, "Here's Looking At You." The kit is available from ESD 121 only by those teachers/nurses who have completed a workshop that "goes" with the kit. If someone at your school has taken the workshop, ask him/her to check out the kit for you. All materials and directions needed to accomplish the above objectives relating to alcohol are in the kit.	2. Kit: HERE'S LOOKING AT YOU Order kit from ESD 121. To order a kit you must have taken the workshop given by ESD 121 or have someone in your building order it for you. Your health liaison teacher has a list of people trained in this program.
3. Utilize booklet THIS SIDE UP in areas relating to alcohol and decision making, pp. 8-9, 34-57.	3. Booklet: THIS SIDE UP

SAMPLE LEARNING ACTIVITIES (cont.)

1. (cont.)

   e. Students that want to show physical growth may model clothes they have outgrown.

2. Students read and discuss "A Time of Change," pp. 5-13.

   a. Discuss physical changes that occur at puberty in both birls and boys. (Boys and girls may be separated. Please request a nurse to assist if necessary.)

   b. Emphasize that physical, emotional, social and mental growth do not occur evenly.

3. Class discusses the importance of families.

   a. Divide class into five groups. Appoint a recorder who will write ideas down. Appoint a spokesperson who will read ideas to class. Give groups ten minutes to brainstorm. Each group brainstorms in the following ways:
      Group 1: How mothers and/or fathers make families happy.
      Group 2: How brothers and/or sisters make families happy.
      Group 3: How relatives make families happy.
      Group 4: How special friends make families happy.
      Group 5: How you make your family happy.

LEARNING RESOURCES (cont.)*

1. (cont.)

   Clothes brought by students

2. Booklet: THE HUMAN STORY

   Overlays: PUBESCENT GIRLS
   PUBESCENT BOYS
   Filmstrips:
      GROWING UP
      GIRLS AND BOYS - MEN AND WOMEN
   Related filmstrips:
      ESPECIALLY FOR GIRLS
      ESPECIALLY FOR BOYS
      THERE'S A NEW YOU A COMIN' FOR BOYS
      THERE'S A NEW YOU A COMIN' FOR GIRLS
   Related films:
      NATURALLY A GIRL
      STORY OF MENSTRUATION
   (All filmstrips and films above approved, 1974-75 Family Life Guide)

3. Five large sheets of paper
   Five grease pencils or crayons
   Masking tape to put sheets of paper on chalkboard

* See up-to-date list of approved supplemental materials for family life education.

#9 CURRICULUM OBJECTIVE: The student understands the changes that occur as he/she develops from child to adult by:

- Defining physical, social and emotional growth.
- Using scientific terminology for body parts.
- Explaining how human life begins.
- Giving examples of ways that each family member is important.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES*
1. Class uses dictionary to define growth and maturity (social, emotional, physical, mental). Discuss.	1. Dictionaries
a. Divide class into groups (3 to 4 per group). Give each group one large sheet of paper and divide paper into 4 sections, any way they wish. Label sections "physical," "emotional," "social" and "mental." Students either find pictures in magazines or draw pictures showing ways one grows mentally, emotionally, physically and socially. Discuss each group's pictures when complete.	Large sheets of paper, one per group Magazines
b. Show film STEPS TO MATURITY AND HEALTH. Discuss: How one has changed from infancy to the present time; what changes are going on now; how will changes occur within the next 5 years? Review the equilateral triangle discussed in the film.	Film: STEPS TO MATURITY AND HEALTH (approved, 1974-75 Family Life Guide)
c. Encourage discussion on ways one has grown physically, emotionally, socially and mentally (i.e., responsibilities assumed at home, distances students can now go from home, staying up later, shopping errands, etc.).	Related film available from ESD 121: MUST I, MAY I
d. Make a booklet and have students give it any title they wish. Students discuss and then write a story about what they can and cannot do at certain ages. Accompany these with pictures of themselves at those ages or have drawings. - One year old - I can crawl and maybe walk. Sometimes I can feed myself. - Three years old - I can hit a ball with a bat sometimes. - Ten years old - - Twenty-one years old - - Eighty years old -	Paper, construction paper

* See up-to-date list of approved supplemental materials for family life education.

SAMPLE LEARNING RESOURCES (cont.)

3. (cont.)

   b. After report discuss:

      1) Although being a parent is very important to most fathers and mothers, each parent is also an individual, a husband or wife, a friend to many. Do you, as a child in your family, allow your mother, father, or guardian to have friends, do things they like to do, etc.?
      2) Because of death, divorce, or other reasons in some families, there is only one parent. This parent must then do all that both parents do in other families. How could a child help in a one-parent family to make this load lighter?
      3) Write a ½ page story about people, other than parents, who may take care of children, such as grandparents, aunts, baby sitters. How do they make you happy? How do you help them?

4. Read and discuss fertilization and birth process.

   a. Discuss the fact that some animals such as birds, fish, snakes, and turtles hatch eggs laid by the mother. Point out that some animals, such as human beings, carry eggs inside the mother.
   b. Assign different students in the class to do reports on the life cycles of different animals.

5. Utilize activity booklet pp. 1, 3 to develop learning activity.

LEARNING RESOURCES (cont.)*

4. Booklet: THE HUMAN STORY

   References: Encyclopedias
     Berrill, WONDERS OF THE SEASHORE
     Carthy, ANIMALS AND THEIR WAYS
     Schloat, THE WONDERFUL EGG
     Selsam, ANIMALS AS PARENTS
     Zim, GOLDEN HAMSTERS
   Related film available from ESD 121:
     HUMAN AND ANIMAL BEGINNINGS (pending approval)

5. Activity booklet: YOU AND YOUR HEALTH

* See up-to-date list of approved supplemental materials for family life education.

APPENDIX I

HEALTH EDUCATION

P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II

HEALTH EDUCATION

R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students, and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district. A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

PARENT REQUEST FOR EXCLUSION FROM PLANNED INSTRUCTION IN SEX EDUCATION

To ________________________________, Chairman of the Board of Directors or Chief School Administrator of Federal Way School District No. 210:

Pursuant to rules and regulations promulgated by the State Board of Education codified as W. A. C. 180-50-070, which states:

> Any parent or legal guardian who wishes to have his child excused from any planned instruction in sex education may do so upon filing a written request with the school district board of directors and the board of directors shall make available the appropriate forms for such requests. Alternative educational endeavors shall be provided for those excused.

e respectfully request that ________________________________ be excused from any planned instruction in sex education for the current school year.

School ____ Grade _____

____________________ ________________________________

Date Parent and/or Guardian

____ ____________________

Principal's signature will acknowledge receipt of excuse form by the school. Date

NOTE: This form should be sent to the school building principal.

Principal will make two (2) copies and send the original copy to the Assistant Superintendent for Instruction who will forward it to the Chairman of the Board of Directors. One (1) copy is to be returned to the parent and/or guardian with the principal's signature and date indicating that the form has been received by the school. One (1) copy will be retained by the school principal.

Form No. 246

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

GRADE 6

DECEMBER 1981

FEDERAL WAY PUBLIC SCHOOLS

BOARD OF DIRECTORS

John W. Hickman
Warren W. Hoffman
Nancy C. Lundsgaard
William R. Miller
Richard F. Schoon
Nancy J. Ise (1977-81)

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Milton L. Snyder

ASSISTANT SUPERINTENDENT, DIVISION FOR LEARNING

Ron Johnson

ADMINISTRATIVE ASSISTANT, DIVISION FOR LEARNING

Ted B. Gartner

DIRECTOR OF CURRICULUM

Julia C. Wan

HEALTH ADVISORY COUNCIL
1980-82

Julia Wan, Director of Curriculum

Nancy Guthrie, Coordinating Teacher (1980-81)
Pam Morris-Stendal, Coordinating Teacher (1981-82)

Carol Colbourne, Teacher
Sandra Giste, Teacher
Sandy Schwartz, Teacher
Steve Shireman, Teacher

Susanne Payn, Nurse
Cherie Wagoner, Nurse

Doug Baldwin, Counselor

Richard Gould, Physician

Richard Massey, Minister

Kristine Dembiczak, Patron
Ginny Erdahl, Patron
Jean Fleming, Patron
Barbara Kornell, Patron
Jerry OR Kris Werner, Patron
Carol Weymiller, Patron
Dennis OR Patricia Woodey, Patron

Dan Havrilak, Student
Wes Whitseck, Student

Lucille Trucano, Consultant

GRADE 6

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HEALTH EDUCATION PERSPECTIVES

HEALTH SCOPE AND SEQUENCE CHART

CURRICULUM OBJECTIVES:

1. The student appreciates self and others.
2. The student is able to predict consequences of decisions.
3. The student is able to describe the structure and function of the nervous system.
4. The student understands physical, emotional and social changes occurring in adolescence.
5. The student knows the developmental stages and patterns of physical growth.
6. The student recognizes the effects nutrition has on the body.
7. The student is able to find and use information and resources related to preventing communicable diseases.
8. The student recognizes important safety practices.
9. The student is able to evaluate information on drug use, misuse and abuse.

APPENDIX I - Health Education Policy (P 6122.8)

APPENDIX II - Health Education Regulation (R 6122.8)

PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers. The guides also contain strategies in dealing with sensitive topics in health education.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives.

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

Revised 11/30/81

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

#1 CURRICULUM OBJECTIVE: The student appreciates self and others by:

- Identifying positive characteristics of self.
- Listing qualities appreciated in friends.
- Identifying ways to deal with anger.
- Demonstrating an understanding of handicapped people.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 10-41.	1. Text: YOU AND YOUR HEALTH
2. Have students put together small collages descriptive of own talents and traits; discuss similarities and differences among students.	
3. Talk about individual differences - list at board. Ask students: What is the value of being an individual?	
4. Students view film and discuss.	4. Related films available from ESD 121: (Please preview for classroom suitability) ANGER JEFF'S COMPANY HOW DO WE SHOW
5. Handout can be done individually or in groups. Discuss results.	5. Handout: OPEN-ENDED SENTENCES
6. Students complete handout. After activity, discuss: Do you often do things you like to do? If not, why not? Do you really enjoy an activity if you don't do it often? Why or why not?	6. Handout: THINGS YOU LIKE TO DO
7. Students list characteristics you value in a close friend. Discuss: Do these compare with the things you like to do? Why do you choose a particular person to be your friend?	7. Chalkboard or butcher paper Chalk or felt pens
8. Students complete handout and then discuss. Students fill out the 8 areas and discuss in groups "peer pressure that affects decision." Is it really necessary to be like others?	8. Handout: I WANT TO BE LIKE YOU Related films available from ESD 121: BUY AND BUY DONNA

SAMPLE LEARNING ACTIVITIES (cont.)

9. Students talk about peer influence on own feelings, behavior and decisions. (Try to get students to see how people demonstrate power to affect others.)
    a. Class discusses having positive feelings toward others, how it makes us feel to hear good things about ourselves, how to accept those feelings.
    b. Teacher provides each student with list of classmates' names.
    c. Students write positive statements about all their classmates.
    d. Cut out statements so that everyone receives a positive statement from all peers.
    e. Statements could be pasted on a poster, silhouette of student, self-portrait, booklet, etc. Student adds picture of him/herself doing the positive things. Title the paper, "I Feel Good Because My Class Says . . ." or "This Is What My Classmates Think of Me . . ."
    f. Give students a chance to share statements with the class and discuss how they feel about themselves if they choose.

10. Students write a want ad - "need a friend." Include all the desired characteristics. After students have completed the assignment, ask if they would hire themselves for the position.

11. Students role-play things they could do that would guarantee they would never have friends. Then discuss attitudes that are important in a friendship; e.g., forgiving, keeping confidences, observing privacy, or avoiding possessiveness.

12. Students brainstorm to make a list of things that help friendships last.

13. Utilize activity booklet p. 1.

14. Invite a teacher of handicapped (deaf, speech, etc.) to discuss various visible handicaps. What is provided for them (seeing-eye dogs, TV inserts, telephone coding, etc.)? What can you do to help them? How can we make them feel comfortable?

LEARNING RESOURCES (cont.)

10. Related film available from ESD 121:

    VALUES: BEING FRIENDS

13. Activity booklet: YOU AND YOUR HEALTH

14. Teacher of handicapped

    Related film available from ESD 121:

    (See PEOPLE YOU'D LIKE TO KNOW SERIES)

OPEN - ENDED SENTENCES

(a) Some things that make me happy are . . .

(b) A person can make me angry when . . .

(c) Something that I like to do a lot is . . .

(d) I am sick and tired of . . .

(e) The thing about school that I like best is . . .

(f) I don't think it is fair that I am expected to . . .

(g) If I could change anything I wanted to, I would . . .

(h) I wish people would stop telling me . . .

(i) As soon as I get old enough, I am going to . . .

(j) When I help someone, I feel . . .

(k) I waste a lot of time . . .

(l) The subject that is most interesting is . . . because . . .

(m) Some things that make me afraid are . . .

(n) Some things that make me sad are . . .

(o) An important thing about me is . . .

(p) I worry about . . .

THINGS YOU LIKE TO DO

	1 Past Week	2 If You Had More Money	3 Do Alone	4 Do with Friends	5 Do With Family
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

List ten things you like to do. In the first column, check those things which you have done in the past week. In the second column, check those that cost you more than two dollars to do. In the third column, check those things that you do, but your friends do not. In the fourth column, check those things that you do with one or more friends. In the fifth column, check activities you do with your family.

I WANT TO BE LIKE YOU

List examples of things you have done to be like your friends in the following areas:

1. Clothes

2. Hobbies

3. Recess Activities

4. Hairstyles

5. Things I Bought

6. Friends

7. Organizations, Clubs

8. After-School Activities

#2 **CURRICULUM OBJECTIVE**: The student is able to predict consequences of decisions by:

- Applying decision making process to a given health problem and considering the consequences.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 10-41.	1. Text: YOU AND YOUR HEALTH
2. Students collect magazine pictures of individuals who look healthy; make a collage. Discuss choices.	2. Old magazines
3. Students chart a health problem and decide on a solution. Class discusses the advantages and disadvantages of the solutions. Examples of health problems: bad breath, body odor, unkept hair, lack of energy, frequent colds.	3. Handout: CONSEQUENCE CHART
4. Set up a "problem box." Anyone can submit a health problem. Weekly, the class will try to answer the problems, using alternatives and consequences. (Do not sign name.)	4. Shoe box, taped closed with a slit in top for putting in questions or problems
5. Students view film and discuss.	5. Related films available from ESD 121: (Preview for classroom suitability) WHEN IS HELP? CAN I HELP? SKATING RINK
6. Divide class into small groups. Give each group one situation from DECISION MAKING. After groups have discussed their situations, have them report ideas back to entire class.	6. Teacher reference: DECISION MAKING Related films available from ESD 121: DECISIONS, DECISIONS I THINK

SAMPLE LEARNING ACTIVITIES (cont.)

7. Utilize Health Network Kit, "Decision Making," Unit 6.

8. Use dictionary to define stress. Students complete handout and then discuss it.

LEARNING RESOURCES (cont.)

7. American Cancer Society Kit, Unit 6,
   HEALTH NETWORK

8. Handout: STRESS ACTIVITIES
   Related films available from ESD 121:

   STRONG FEELINGS
   LESS STRESS

Consequence chart

	ADVANTAGES	DISADVANTAGES
For me		
For Others		

DECISION MAKING

From the following situations, have students write (discuss?) their ideas about what their responsibility is in each situation. Encourage students to deal with the "why" for their decisions as much as possible.

1. You should help break up a fight.

2. You should help a handicapped person across the street.

3. You should help your father by doing errands for him.

4. You should help your mother by babysitting for her.

5. You should help your mother by helping to carry in groceries.

6. You should help people whose skin is a different color.

7. You should help your mother on Saturdays.

This activity can be initiated using small groups or as a classroom project.

STRESS ACTIVITIES

1. **SHOWING ANXIETY**
   Discuss headaches or stomachaches and how they represent anxiety. Then find solutions. Ask students if they have ever had a headache on a test day?

2. **MAKING A DECISION**
   Discuss four ways one can go about making a decision:

   (a) doing the first thing that comes into your mind without stopping to think at all
   (b) thinking only of yourself, your own feelings, and what you would like to do now
   (c) thinking of other people as well as yourself, but only for the present
   (d) thinking of other people besides yourself and what you would like to do at the moment; also thinking ahead

3. **ROLE-PLAY**
   Divide the class into groups of five. Ask each group to role-play a stressful situation ending with a solution. Discuss how the actors solved the problem.

4. **FIGHTING**
   Discuss "Why We Fight" and "What Fighting Accomplishes". What are the alternatives? When someone fights, how has he gone about making a decision.

5. **UNEXPECTED CIRCUMSTANCES**
   To help students adjust to unexpected circumstances, ask them to show how they feel about doing an activity such as walking to the store to buy a treat. Then ask them to show how they feel when they drop the money and lose it on the way to the store. You might continue the discussion with what one could do to prevent such a problem. Other situations might be:

   (a) A child walks along a line acting happy. He falls off. How does he act?
   (b) Johnny is excited because his parents are taking him and his sisters to the circus. Just before they are ready to leave, his sister becomes ill and they cannot go. How does Johnny feel then? How can he handle his feelings? How would you feel? What would you do?

#3 CURRICULUM OBJECTIVE: The student is able to describe the structure and function of the nervous system by:

- Identifying the main parts and functions of the nervous system.
- Naming disorders of the nervous system.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 42-64.	1. Text: YOU AND YOUR HEALTH
2. Obtain brains from butcher. Class examines the brain.	2. Brains - from meat packing company or butcher
3. Obtain tongue from butcher to disect, touch and feel.	3. Tongue - from meat packing company or butcher
4. Students view and discuss filmstrip.	4. Filmstrip: NERVOUS SYSTEM
5. Obtain the names and addresses of some of the voluntary health agencies that are active in the fight against disorders of the nervous systems. Have one student write to these agencies to find out what each agency is trying to do.	5. Agencies: Multiple Sclerosis, Easter Seal, Cerebral Palsy
6. Utilize activity booklet p. 5.	6. Activity booklet: YOU AND YOUR HEALTH

#4 **CURRICULUM OBJECTIVE:** The student understands physical, emotional and social changes occurring in adolescence by:

- Identifying individual differences in growth patterns.
- Showing that responsibility is an important element to maturing.
- Recognizing that individuals react differently, emotionally and socially, to different situations.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES*
1. Students read and discuss pp. 68-97.	1. Text: YOU AND YOUR HEALTH
2. Each student puts together a small collage descriptive of the individual's own talents and traits. Discuss. (Include a poem, quote or motto as focal point on collage.)	2. Magazines, own hand drawings, personal items from home
3. Class discusses how an automobile is like our bodies. Brainstorm ideas on chalkboard. Students complete handout.	3. Handout: VEHICLE OWNER'S GUIDE
4. Students cut out pictures from magazines showing before adolescence, during adolescence and grown-ups. Make a bulletin board display. Compare the three age groups. What are the differences?	4. Magazines
5. Each student makes a poster on poster board and titles it: "My Responsibilities." Title the columns "Past," "Present," "Future." In the "Past" column list as many past responsibilities that can be remembered. In the "Present" column list as many present responsibilities that can be remembered. In the "Future" column list as many future responsibilities that can be anticipated. Share poster with classmates. Notice how responsibilities have stayed the same, changed, and/or increased. Why? (The more responsibility one can successfully assume, the more one will be increasing in social growth and maturity!)	5. Poster board, marking pens
6. Students view film and discuss.	6. Film: STEPS TO MATURITY AND HEALTH Related film available from ESD 121: YOU - AND YOUR FOOD
7. Role play the following situations: a. Your aunt gives you a stuffed toy for your birthday. What do you say?	

* See up-to-date list of approved supplemental materials for family life education.

SAMPLE LEARNING ACTIVITIES (cont.)

7. (cont.)

    b. A cousin of your mother's comes to visit and you have to sleep on the couch. What do you say?
    c. Your best friend's allowance keeps going up and up; yours stays the same. What do you say?
    d. Your mother works hard preparing a new dish. You think it tastes awful. What do you say?

8. Students select a "Got To Be Me" card and finish the statement. Share comments with the class.

9. Students view filmstrip and discuss.

10. Read and discuss pp. 5-13 in booklet.

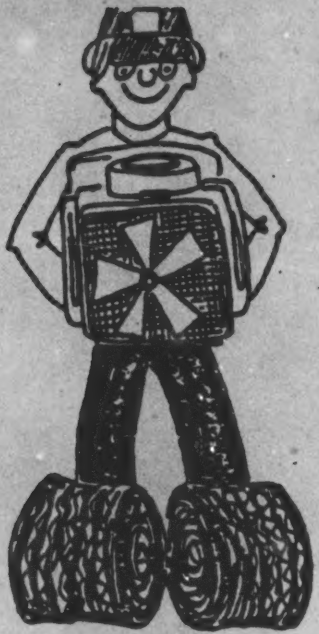
LEARNING RESOURCES (cont.)*

8. 48 posters: GOT TO BE ME, Argus Communications

9. Filmstrip: BECOMING YOURSELF, FEELING YOUR FEELINGS, Scholastic Magazines, Inc.

10. Booklet: THE HUMAN STORY

* See up-to-date list of approved supplemental materials for family life education.



Vehicle Owner's Guide

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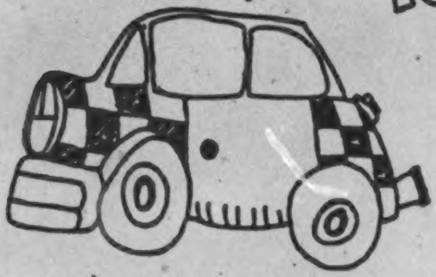
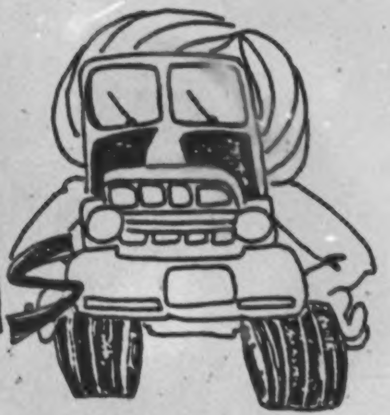
1. What's Your Model
2. Vehicle Specifications
3. How Are You Like a Vehicle?
4. Daily Basic Operation of Vehicle
5. Vehicle Service Schedule of Maintenance
6. Driver's Responsibilities
7. Warranty

What's Your Model?



Imagihe yourself as a vehicle (for example, a dumpt truck, sports car, dune buggy, tractor, etc.) Draw this vehicle below:

Your Vehicle Specifications



OVERALL LENGTH (Your height) ____________________

OVERALL MASS (Your weight) ____________________

COLOR OF HEADLIGHTS (Your eyes) ____________________

COLOR OF ROOF UPHOLSTERY (Your hair) ________________

TIRE SIZE (Your shoe size) ____________________

VEHICLE IDENTIFICATION (Your name) ________________

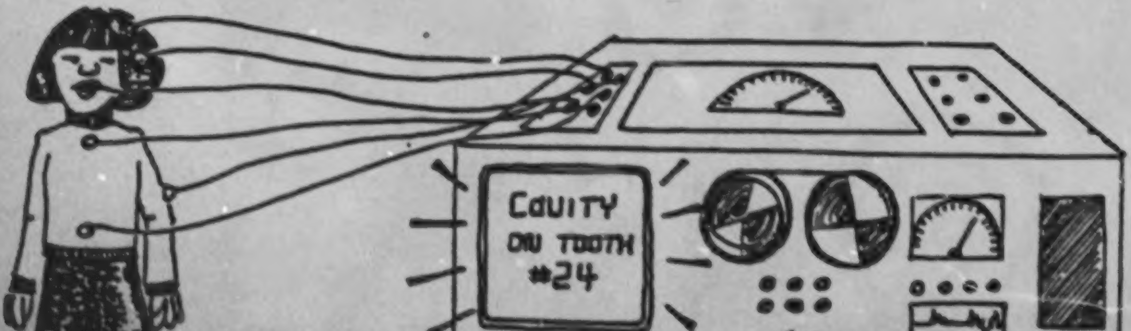
HOW ARE YOU LIKE A VEHICLE?

MATCH THESE FEATURES

1.	heart	wheels
2.	skeleton (bones)	blow a fuse
3.	clothing	accessories
4.	food you eat	car wash
5.	feet	driver
6.	taking a shower	chassis
7.	visiting doctor/dentist	motor
8.	feeling tired or hungry	low on gas
9.	getting mad	fuel
10.	brain	6,000 mile tune-up

DAILY BASIC OPERATION OF VEHICLE

Your vehicle needs a quick start each day. Be sure to warm up the engine before shifting into gear. Make sure your vehicle is clean. It is helpful to alternate speeds during the day to avoid wear and tear on the engine. add proper fuel when required.



VEHICLE SERVICE SCHEDULE OF MAINTENANCE

The following service schedule is provided to assist you in maintaining a smooth functioning vehicle. Vehicles have both unique and standard requirements. Please record your service schedule below.

RECOMMENDED DAILY MAINTENANCE SCHEDULE	YOUR PERSONAL SCHEDULE
Food (fuel) ______	______
Water ______	______
Exercise ______	______
Sleep ______	______
Bathing (Car Wash) ______	______
Other ______	______

VEHICLE SERVICE SCHEDULE OF MAINTENANCE
(Continued)

Periodic Tune-up ______	______
Doctor ______	______
Dentist ______	______

Immunizations:

SUGGESTED SCHEDULE	2 months	4 months	6 months	1 year	15 months	1½ years	4-6 years	14-16 years	Adults	Elderly (over 65) and Chronically ill	COMMENTS
DIPHTHERIA-TETANUS-PERTUSSIS	✓	✓	✓			✓	✓				
POLIO	✓	✓				✓	✓				Not for adults living in the U.S. unless actively exposed
MEASLES					✓						Little danger of getting measles after [illegible]
TB TEST				✓					✓		[illegible] more than twice if [illegible] results are negative
RUBELLA (German Measles)					✓						A woman of child-bearing age can be tested for immunity
MUMPS					✓						Also recommended for prepubertal males if not already immune
TETANUS-DIPHTHERIA								✓			And every ten years afterward

DRIVER'S RESPONSIBILITIES:

1. Upkeep and maintenance of vehicle

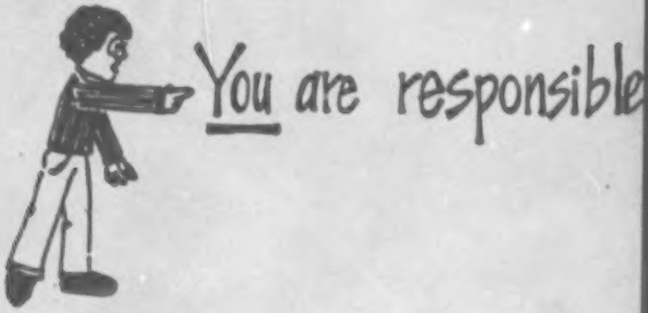
   - Have you had a tune-up lately? ________

2. Proper use

   - Do you treat your vehicle with respect? ________

3. Following rules of the road

   - Are you a safe driver? ________



Warranty

________ Owner

Make M.☐ F.☐ ________ Date of Sale (Birth)

________ Address

This is a warranty for general good health. However, it is understood that unforseen temporary or permanent vehicle difficulties *may* occur *which are not covered by this warranty.*

OWNER'S OBLIGATIONS In order to assure you will qualify for the full benefits under this warranty, you are responsible to properly operate, maintain and care for your body in accordance with the instructions contained in your *owner's manual.*

You are responsible for keeping maintenance records since it may be necessary for you to substantiate that the required maintenance has been performed.

____

MIGHTY FINE MACHINE CO.

ADDITIONAL ACTIVITIES

COPING WITH BOY-GIRL RELATIONSHIPS

1. Divide the class into boy-girl groups. Have each group break into small groups of not more than five.
2. Girls discuss and list things that "bug" them (are difficult for them to understand) about boys.
3. Boys discuss and list things that "bug" them about girls.
4. Exchange of lists: each boy group receives a list from a girl group and vice versa. Discuss and respond. List responses in writing.
5. These lists and responses could form the basis for future class discussions.

SIMILARITIES AND DIFFERENCES

1. Show a large picture of a baby, unidentifiable as to sex.
2. Have students guess what sex it is.
3. Put a ball, bat, or a car by the picture and have them respond. Take these away and put a doll or hair bow by the picture and have them respond.
4. Talk about the above associations and about how children are alike in many ways. Use a number of activities such as life size self-portraits, individual weight and height charts, or guessing games where a child is described to the class to illustrate the many differences and similarities between the children of this age.
5. Talk about how sex role stereotyping is disappearing from our society.

#5 CURRICULUM OBJECTIVE: The student knows the developmental stages and patterns of physical growth by:

- Identifying structure and function of male and female reproductive systems.
- Identifying physiological changes that take place at puberty.
- Listing good personal hygiene habits.
- Defining fertilization and describing in general prenatal development and the birth process.

SAMPLE LEARNING ACTIVITIES

1. Review with students structure and function of the reproductive systems and physiological changes that take place at puberty.

    a. Distribute handout and discuss each definition with class.
    b. Assign reading from booklets.
    c. Utilize charts and/or filmstrips.

LEARNING RESOURCES*

1. Booklet: THE HUMAN STORY
   Charts: MALE REPRODUCTIVE SYSTEM
   FEMALE REPRODUCTIVE SYSTEM
   ADOLESCENT CHANGES
   MENSTRUATION & FERTILIZATION
   Booklets: THE MIRACLE OF YOU
   AS YOU GROW UP
   A BOY TODAY, A MAN TOMORROW
   GROWING UP AND LIKING IT
   Filmstrips:

   COPING WITH ADOLESCENCE: UNDERSTANDING PUBERTY
   STORY OF HUMAN LIFE
   Handout: GROWTH AND MATURATION VOCABULARY
   Teacher references:
   SEX EDUCATION DICTIONARY - MALE REPRODUCTIVE SYSTEM
   SEX EDUCATION DICTIONARY - FEMALE REPRODUCTIVE SYSTEM
   Filmstrips: (approved 1974-75 Family Life Guide)
   ESPECIALLY FOR GIRLS
   ESPECIALLY FOR BOYS
   THERE'S A NEW YOU A COMIN' FOR BOYS
   THERE'S A NEW YOU A COMIN' FOR GIRLS

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* See up-to-date list of approved supplemental materials for family life education.

SAMPLE LEARNING ACTIVITIES (cont.)

2. Review with students fertilization, prenatal development and birth using booklet or charts.

3. Utilize activity booklet pp. 7, 9.

LEARNING RESOURCES (cont.)*

2. Booklet: THE HUMAN STORY
   Charts: EMBRYO TO BIRTH
   TWINS
   EMBRYO GROWTH
   BIRTH

3. Activity booklet: YOU AND YOUR HEALTH

* See up-to-date list of approved supplemental materials for family life education.

GROWTH AND MATURATION VOCABULARY

Physiological growth	the changes to the body as a result of the addition of new cells, causing an increase in size and weight
Physiological development	the changes to the body as a result of the addition or improvement of new capabilities, causing a change in the types and qualities of functions the body can perform
Infant	a baby, from birth to about 2-1/2 years of age
Child	a young person, from about 2-1/2 years of age to puberty
Puberty	girl - the time when the first egg cell is released by the ovary - 10 to 14 years of age boy - the time when living sperm cells are first produced by the testes - 13 to 16 years of age
Pubescence	the one or two year period prior to puberty during which the body begins to mature sexually - physiological preparation for puberty
Adolescent	a person from the time of puberty to 19-22 years of age
Adult	a fully mature person physiologically
Average age	the age near which many people enter or leave a specific stage in growth and development - not to be confused with "normal", a term relevant only to the individual and not a group
Primary sex characteristics	the body differences between girls and boys that are used for reproduction of new life girls - examples are the ovaries, uterus, vagina, and the process of menstruation boys - examples are the testes, scrotum, spermatic duct, and penis

GROWTH AND MATURATION VOCABULARY (cont.)

Secondary sex characteristics	the body differences between girls and boys that are not used for reproduction of a new life girls - examples are rounded shoulders, mellower voice, narrow waist and broad hips, light body hair, and breast development boys - examples are broad shoulders, facial hair, deeper voice, narrow hips, heavy body hair, and stronger muscle development
Behavior	the way a person acts or thinks when faced with a need that must be satisfied - all the activities of a person, both physical and mental
Need	a feeling, desire, or want that directs a person's behavior - physical needs are the needs of the body for food, air, water, rest, and activity - safety needs are the needs a person has to protect both his body and mind; health and a sense of security are examples of safety needs - love and belonging needs are the needs a person has for love, friendship, companionship, and a feeling of being part of a group - esteem needs are the needs for praise, respect, confidence, and a feeling of importance
Mature	a level of physical and social development - maturing is a continuous process - to act maturely is to behave socially on a level with one's physical age and development
Human sexuality	a concept - how one sees oneself - as a human, the individual is a person interacting with others - as a male or a female, the individual has ideas about his or her own place and importance among others

TEACHER REFERENCES

SEX EDUCATION DICTIONARY - MALE REPRODUCTIVE SYSTEM

Testes	The male organs which produce sperm cells and hormones. They are two small oval shaped glands inside the scrotum, which is the sac of skin which hangs below the penis.
Pituitary gland	A small gland located in the brain which makes the growth hormone and helps regulate body activities.
FSH	A message from the pituitary gland that tells the testes to begin working to make many, many sperm.
Scrotum	The sac of skin below the penis that contains the male testes. It helps the testes to make sperm by keeping the testes at a constant temperature.
Epididymis	A small tube resting on top of each testis. It is in this tube that the sperm grow to maturity.
Sperm	The male sex cell which, when joined with an egg from the female, starts a new life. They look like tadpoles and swim in a milk water.
Vas deferens	The sperm waits here until it is to be used. It then travels along the vas deferens through the body
Ejaculatory duct	The ejaculatory duct connects the vas deferens and the urethra.
Prostate gland	The prostate gland contains milk water which it releases into the ejaculatory duct to help the sperm swim more easily.
Semen	The white-colored liquid that carries the sperm cells. Semen contains sperm from the testes, sugar from the seminal vesicles, and milk water from the prostate gland.
Urethra	A tube in the penis that semen travels down.
Cowper's glands	The Cowper's glands squirt a fluid into the urethra to clean out urine so that the tube is clean for the sperm.
Penis	A sex organ of a man that is on the outside of the body. The penis serves the purpose of passing sperm or urine out of the male's body.
Seminal emission	Often referred to as "wet dreams" or "nocturnal emission." It is the normal discharge of semen from the penis when a man or boy is asleep. Sometimes this is accompanied by a dream about growing up or about girls.

TEACHER REFERENCES

SEX EDUCATION DICTIONARY - FEMALE REPRODUCTIVE SYSTEM

Pituitary gland	A small gland located in the brain which makes the growth hormone and helps regulate body activities.
Ovary	One of the two female organs inside the female body which produce egg cells.
FSH	A message from the pituitary gland that tells the ovaries to begin to produce eggs.
Menstrual cycle	The process of making a nest in the uterus for the egg to grow in after fertilization. It occurs generally every 28 days. If the nest is not needed it is expelled.
Menstruation	The normal flow of blood from the uterus through the vagina, occurring usually every 28 days.
Uterus	The organ inside the lower part of the woman's body where a baby lives and grows until it is ready to be born. Often called the womb or nest.
Fallopian tubes	Slender tubes inside a female that connect the ovaries to the uterus. These tubes carry the egg cell to the uterus. It is within the Fallopian tube that the sperm must fertilize the egg in order for a new life to start.
Fertilization	Refers to the entry of the sperm into the egg cell. This must occur to start growth of a human being.
Pregnant	A word used to describe a woman with a baby growing in her uterus.
Placenta	A flat cakelike organ within the uterus which establishes communication, such as food and waste exchange, through the umbilical cord between mother and baby.
Vagina	An opening between a girl's legs that serves three purposes: 1) to receive the man's penis for the release of sperm, 2) a tunnel through which the baby is born, 3) a tunnel through which the unwanted nest of blood and egg can leave the woman's body.
Hymen	A thin membrane that covers the opening of the vagina outside the body. There is a small opening in the middle of the hymen through which the menstrual flow leaves the body.

#6 **CURRICULUM OBJECTIVE**: The student recognizes the effects nutrition has on the body by:

- Judging the nutritional value of one's personal diet.
- Comparing and contrasting the nutritional value of food.
- Discussing information found on food labels.
- Identifying some ways advertising influences food choices.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 118-129.	1. Text: YOU AND YOUR HEALTH
2. Each student makes a poster of four food groups and nutrients.	2. Teacher resource sheet: THE FOUR FOOD GROUPS AND THEIR NUTRIENTS
3. Compare servings of food: a. Fill a measuring cup half-way to the top with dry cereal; gently empty cup onto a plate. Notice how big that one serving looks on a plate. b. Just pour a bowl full of the same cereal. Then measure it and see the difference.	3. Cereal, measuring cup, bowl, plate
4. Each student plans a day's meal for a balanced diet. Be sure students include the right amount from each of the four food groups. A student may want to ask the person who prepares meals at home if he/she can prepare the meal planned (or the class can prepare a lunch menu and then supply the food).	4. Teacher resource sheet: THE FOUR FOOD GROUPS AND THEIR NUTRIENTS
5. Utilize activity booklet p. 11 to develop learning activity.	5. Activity booklet: YOU AND YOUR HEALTH
6. Utilize FOOD - YOUR CHOICE, Level 3 kit.	6. Dairy Council Kit, Level 3, FOOD - YOUR CHOICE
7. Students bring labels from various food products. Discuss information on labels (contents, nutritional value, weight). Try to have labels from different companies with same food; i.e., stew, hash. Compare labels. Which is the better buy? Why?	7. Food labels

SAMPLE LEARNING ACTIVITIES (cont.)

8. Nutritional awareness:

   a. Monday through Friday of one week, have students list what they had for breakfast.
   b. On Friday ask students to make a list of food ads they will see on the Saturday morning television shows. Also ask students to list ingredients of one cereal they use and bring it to class on Monday. If sugar is listed first, point out that this means there is more sugar in cereal than anything else.
   c. On Monday the class examines and discusses the food ads.
   d. Class begins to discover how much correlation there is in what they eat for breakfast and which products are advertised on television. Discussion can continue in areas of how you choose what parents buy. What attracts you to buying your choice, etc.

9. Nutrition comparisons:

   a. The teacher divides the butcher paper into sections and labels for different products - bread, cereals, etc. As students bring in labels, the teacher and students glue them in the correct sections.
   b. Once the sheet is fairly full, begin discussing the differences in the amount of nutrients found in various products. Let the students decide which they would prefer to eat.
   c. Going further, price checks might be made to see if higher prices indicate better nutrition.

10. Food mobile: Students make mobiles to reinforce nutrition knowledge. The theme of the mobile could vary as the teacher evaluates class needs.

    A theme might be:

    a. students' favorite food
    b. appropriate snacks
    c. for each of the basic food groups or each of the nutrients

LEARNING RESOURCES (cont.)

8. Related films available from ESD 121:

   BUY AND BUY
   NUTRITION: THE ALL AMERICAN MEAL

9. Butcher paper, labels

10. Materials to make mobiles

THE FOUR FOOD GROUPS AND THEIR NUTRIENTS

FOOD GROUP	FOODS	NUTRIENTS
1. Milk and milk products	Milk; cream; cheese; ice cream	Proteins Certain minerals (including calcium) Certain vitamins Fats
2. Meat and meat substitutes	Meats; fish, poultry; eggs; beans; nuts	Proteins Fats Certain minerals (including iron) Certain vitamins (including thiamine)
3. Fruits and vegetables	All fruits and vegetables	Certain vitamins (including vitamins A and C) Certain minerals (including calcium and iron) Carbohydrates
4. Breads and cereals	Bread; rolls; cereals	Carbohydrates Certain minerals (including iron) Certain vitamins

#7 CURRICULUM OBJECTIVE: The student is able to find and use information and resources related to prevention of communicable diseases by:

- Identifying services provided by the health agencies.
- Describing ways of preventing communicable diseases.
- Knowing historical landmarks in disease prevention.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 130-142 and 198-231.	1. Text: YOU AND YOUR HEALTH
2. Invite representative from Health Department to discuss food inspections in restaurants.	2. Seattle-King County Health Department Phone: 852-8400
3. Invite representative from Health Department to discuss immunizations - disease control.	3. Seattle-King County Health Department Phone: 852-8400
4. Students make immunization passports. a. Needed: Small booklet with blank pages stapled together (fold 8½ x 11 paper and staple). Use construction paper for cover. Obtain sample copy of passport and information on immunizations from local county Health Department. b. Glue in a picture of self and fill out information as done on a real passport (get immunization information from parents). c. On various pages list countries student would like to visit (one per page). d. For each country, tell what immunizations are needed to enter it, what clothing is needed for that climate, and foods that should be eaten to maintain properly balanced diet. e. List nutritional hazards, foods to avoid or other health problems that could be encountered in that country.	4. Contact passport agency for necessary information. Try to get a sample of a passport.
5. Invite representative from county Health Department to discuss their role in the community. What might happen if there were no local Health Department? What services do they provide? How do they work to find and cure people with contagious diseases?	5. Representative from King County Health Department

SAMPLE LEARNING ACTIVITIES (cont.)

6. Students use encyclopedias to research Salk vaccine, measles vaccine (Ruebella), tetanus, etc. Give short oral report on research.

7. Utilize activity booklet p. 25.

LEARNING RESOURCES (cont.)

6. Encyclopedias

7. Activity booklet: YOU AND YOUR HEALTH

8. Related films available from ESD 121:

   CLEANLINESS AND HEALTH
   GERMS AND YOUR BODY
   SPACE MEDICINE

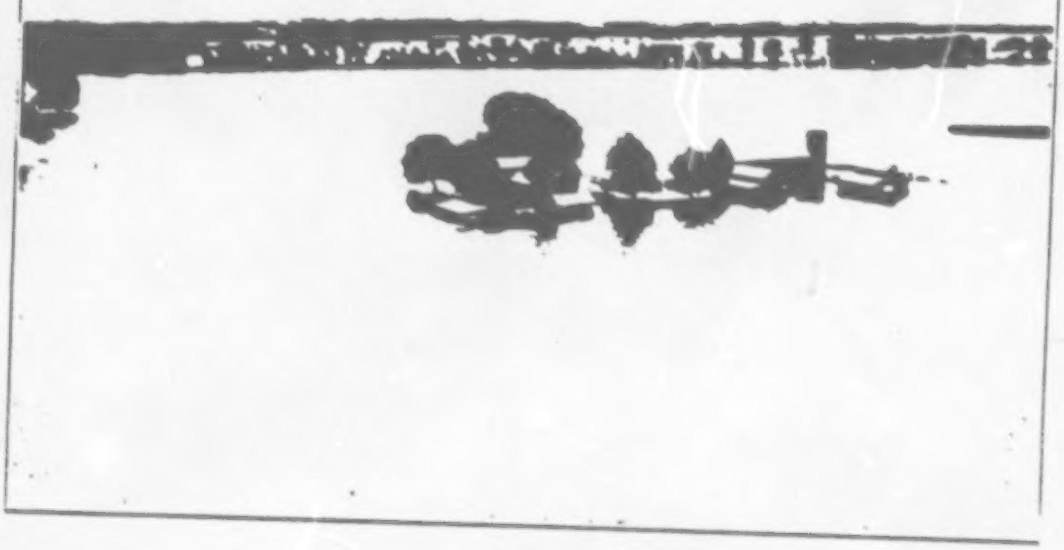
#8 CURRICULUM OBJECTIVE: The student recognizes important safety practices by:

- Discussing safety practices needed in severe weather conditions.
- Demonstrating basic first aid procedures.
- Discussing safety practices for recreational activities.
- Suggesting prevention for different causes of fires.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 148-171.	1. Text: YOU AND YOUR HEALTH
2. Students collect newspaper articles for one week concerning fires of all kinds. Categorize types of fire causes and ages of people involved.	
3. Read and discuss appropriate* information from BAD WEATHER.	3. Teacher reference: BAD WEATHER
4. Students collect newspaper clippings of current hurricanes, snowstorms or any unusual weather conditions that can cause hazards.	
5. Invite someone from the Fire Department to talk and demonstrate basic first aid techniques.	5. Fire Department, phone: 839-4621
6. Students draw posters that show what should be done before, during and after an emergency; such as, poison swallowed, broken bone, severe bleeding, person choking, drowning.	6. Art paper Related films available from ESD 121: HOW TO SAVE A CHOKING VICTIM AFTER THE OUCH
7. Utilize activity booklet pp. 17, 19.	7. Activity booklet: YOU AND YOUR HEALTH
8. Students write a paper on knowledges, skills and equipment needed to prevent injuries when participating in their favorite sport.	8. Related films available from ESD 121: WATER SAFETY: THE BASICS SAFE PLAY: DANGER PLACES

*Teacher: not all information on handout is pertinent to this area.

BAD WEATHER:
hazards, precautions, results



Statistics

1. Statistics on the effect of weather as the cause of accidents fall into two categories. The first includes those accidents caused by disastrous bad weather or the results of such weather, such as floods, tornadoes, hurricanes and blizzards. A survey made in recent years by the Metropolitan Life Insurance company shows that between 100 to 300 persons are killed or injured each year by this type of bad weather. The second category includes accidents caused by less severe bad weather, such as rain, snow and ice as they effect driving or pedestrian activities. About this category, there are no reliable statistics.

DISASTER PRECAUTIONS
Hurricanes

2. Hurricanes are violent storms of a tropical nature and are generally accompanied by thunder, lightning, rain and high wind. They are truly cyclonic in that their entire air content revolves in an inward spiral. There is no great vertical force, however. In the northern hemisphere the revolving air moves in a counterclockwise direction. The wind force of a hurricane is the strongest of all horizontal winds and often exceeds 100 miles per hour.

3. Most towns and cities in the parts of the country where hurricanes are likely to strike have some type of prearranged warning signals. In conjunction with the accurate and highly efficient methods used by the United States Weather Bureau to report hurricane information, a combination alarm system of bells, sirens, factory whistles, telephone and radio may be used. The bureau has also compiled some rules for safety during and after a hurricane. The bureau advises you to:

a) Pay no attention to rumors. Keep your radio on and act only on official advice.
b) Leave low-lying beaches or flood areas early. Don't risk being marooned.

c) Stay in your house, if it is well built and out of danger of high tide.

d) Board up windows or close storm shutters. Use good lumber, securely fastened—makeshift boarding may do severe damage. Brace outside doors strongly.

e) Stock extra foods, especially those requiring no refrigeration or little preparation. Electric power and gas may be interrupted.

f) Sterilize all possible containers and fill them with water. Water service may also be interrupted. Boil drinking water after service has been restored unless you are sure the regular supply is safe.

g) Have a flashlight handy.

h) Store all moveable objects inside, if possible.

i) Be sure that a window or door is opened on the side of the house opposite that facing the wind. Keep the window or door open to equalize air pressure until the storm passes.

j) Stay in a safe place for a time after the storm has apparently passed. If the center or "eye" of the storm is directly over you, there will be a lull in the wind lasting from a few minutes to half an hour or more. Then the wind will return suddenly from the opposite direction, frequently with even greater violence.

k) Be calm.

4. The Weather bureau also gives advice on what to do after a hurricane:

a) Don't touch loose or dangling wires.

b) Don't empty stored water until water supply has been resumed.

c) Look out for falling tree branches.

d) Drive cautiously. Storm-hit areas are dangerous; subsoil may have washed away.

e) Be doubly cautious to prevent fires; lowered water pressure makes fire fighting difficult.

5. To some extent, hurricane safety rules may be followed in floods and tornadoes. Some safety rules not contained in hurricane precautions follow.

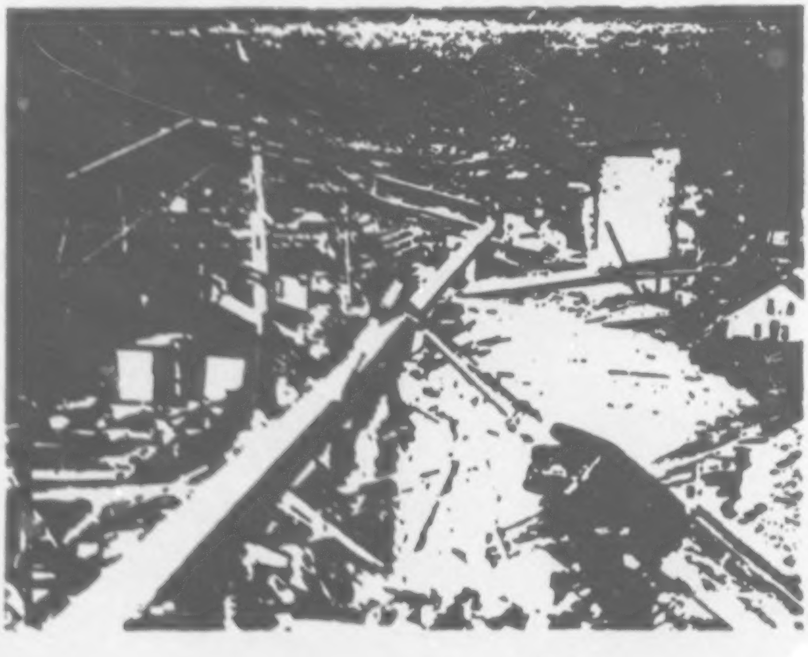
Floods

6. Fire is a major danger following or during a flood. All gas stoves or electric appliances should be turned off or disconnected, if flood waters are likely to reach the house. Learn now where gas and electricity may be shut off at the point where they enter the house.

7. Don't use matches or open flames even after the flood has receded, until gas mains are checked for breakage and escaping gas.

8. Check all electric appliances before connecting them again, to be sure that they are dry and safe.

9. Flood waters often contain backed-up sewage and other contamination. Destroy anything, such as medicines, fruits, vegetables, etc., that has been under flood water.



Devastation such as this occurs from hurricanes and tornadoes.

10. Even hermetically sealed cans should be thoroughly disinfected before opening.

11. Put on serviceable, warm clothing, if time permits. And have blankets available, since the heating system may be interrupted.

12. After the flood waters recede, it should be remembered that any objects covered by the water will usually be coated with muck or some other type of contaminated residue. Anyone being cut or scratched by such objects should get prompt medical treatment. Keep a good first-aid kit handy, preferably with blankets, food and other emergency equipment.

13. To be completely safe, act before a flood reaches the danger stage. Leave the area. Know alternate routes out of the area in case of blocked roads.

14. If you are trapped in a building go to the highest place in the building and wait for help to arrive. Don't attempt to swim or use makeshift rafts except as a final extremity.

15. If it is too late to leave the area, go to nearest community flood shelter.

Tornadoes

16. As with other types of disastrous weather, safety measures for tornadoes are largely precautionary. In case of tornadoes, an efficient warning system is vital because there is much less time to act than in other forms of cataclysmic bad weather.

17. By arrangement with the nearest United States Weather Bureau office, local radio stations can alert listeners when weather conditions seem to indicate an impending tornado.

18. Some knowledge of tornado characteristics may well be considered. Although tornadoes may occur at any hour, they most frequently seem to take place between 3:00 and 6:00 p. m. The length of their paths average 10 to 40 miles, but may reach 300 miles. Their width averages 300 to 400 yards, but has been recorded up to a mile or more. They travel forward from 25 to 40 miles per hour, but rates have been reported up to 139 miles per hour. Wind velocity within the center of the tornado funnel has never been measured.

19. Warning signs preceding tornadoes are: dark, thick, storm clouds; heavy rain or hail and a tremendous roaring or rushing sound. This sound has been likened to "that made by several trains speeding through a tunnel or over a trestle."

20. Tornadoes usually move toward the northeast. Since the walls of a building struck by a tornado are first thrown outward by expanding air within the building and then blown away, the southwest corner of the basement is the safest spot in the building.

21. If caught in the open where there are no buildings or storm cellars, run at a right angle to the path of the storm to escape from the tornado's path. The funnel of a tornado approaching anyone in a direct line appears to be standing still but growing larger, so that deciding which is a right angle to the direct path is not difficult. However, the danger of flying debris driven at terrific force makes this move one for extreme emergencies only. Find some hollow or sheltered place in the earth, such as a ditch, creek or river bank, or any other depression at a right angle to the tornado's path. Cover the face with any kind of garment or cloth to prevent suffocation from dust.

Blizzards

22. Blizzards often begin quite suddenly after beautiful, but out of season, sunny skies and spring-like weather. This phenomenon in itself should be a warning to people living in blizzard country. Blizzards differ from ordinary snow storms because of their terrifically high wind filled with fine snow and accompanied by intense cold. These combined blizzard factors cause many injuries and deaths each year when people are not able to reach shelter in time. Some of these deaths and injuries could be avoided if proper safety precautions were followed.

23. If caught in a car during a blizzard, *do not leave the car*. State or county patrols with proper equipment look for marooned cars as soon as possible. Since driving a car in a blizzard is usually impossible because of snow drifts and lack of visibility, the following safety precautions are life-saving ones:

a) Run the motor occasionally to warm up the car, but be sure to open the car window a crack for circulation. Do not run the motor if snow piles up under the car high enough to block the exhaust. Insidious, death dealing carbon monoxide will build up quickly and enter the car. Get out of the car long enough to clear away the snow from the exhaust. In any event, save on gasoline by running the motor only when the cold becomes too uncomfortable. The blizzard may last a long time.

b) If the car runs out of gas, close all windows immediately, and *keep them closed*. Stuff all cracks or open places around doors, windows, etc., with rags,

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ws, etc., with rags, handkerchiefs or whatever is available.

c) Don't open the car doors.

d) Don't go to sleep under any circumstances.

e) Exercise occasionally—stamp your feet, swing your arms and slap your hands.

f) If more than one person is in the car, huddle together for warmth and use all clothing, blankets or other covering.

g) Rubbing and slapping each other's feet or hands will help, but, if the extremities get too cold, place them next to another person's stomach or other warm part of the body until extremities are warmed.

h) If alone, remove shoes, rub the feet and then sit on them to keep them warm.

i) Remain calm until help arrives.

j) People living in blizzard country should keep some type of blizzard safety kit in their cars during the blizzard season. Items, such as heavy socks, mittens, blanket, some type of emergency rations, rags to stuff in car openings, and a covered tin or box for body eliminations, may save lives or prevent serious injuries.

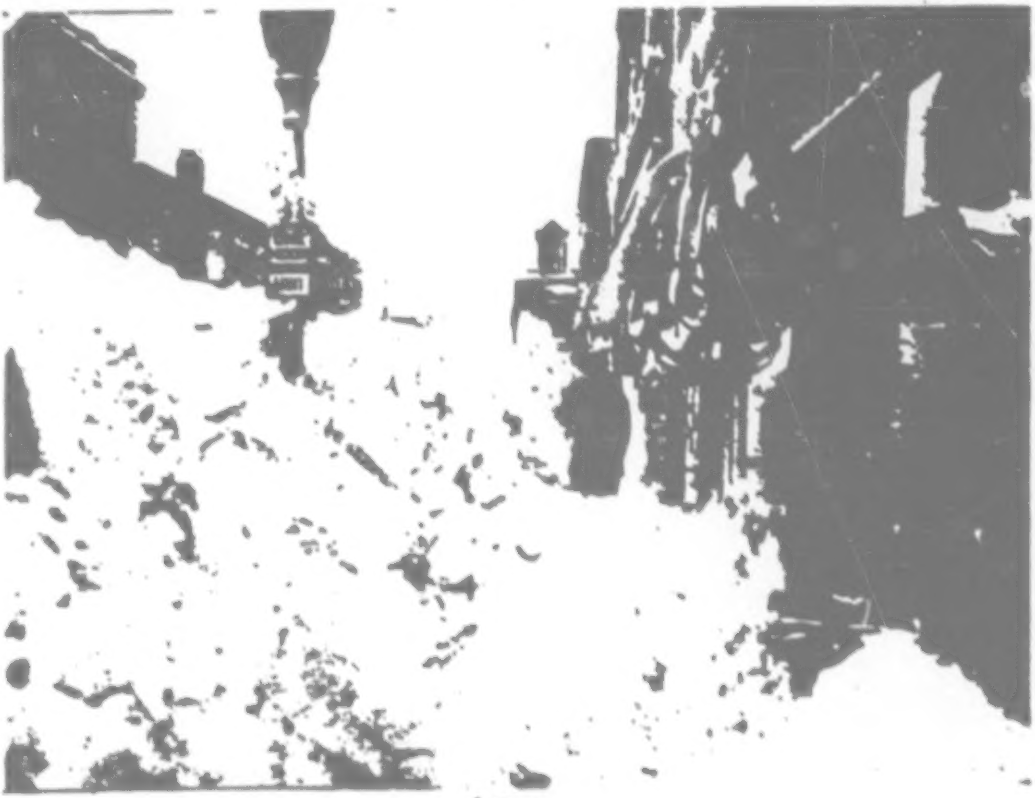
24. If you're on foot or horseback and get caught in a blizzard, you have little choice but to head immediately for any type of known shelter. Visibility may be nonexistent. But keep your head; determine some sure course, such as following a fence to a known destination or staying in the ruts of a road; that is your best chance to escape freezing to death. Tie a handkerchief, a scarf or any available cloth over the face to cover the nostrils and mouth to prevent suffocation from the wind and snow. This also affords some protection from freezing face and ears.

School Precautions

25. Today practically all schools have some connection with a warning source so that in severe weather emergencies the pupils may be sent safely to their homes before the bad weather strikes. However, in the case of a sudden tornado, it may be necessary for teachers and administrators to protect pupils from injury or death.

26. By using a prearranged system (which should be practiced occasionally, the same as

Blizzards may occur after beautiful, out-of-season, spring-like weather. They bring high winds, extreme cold and a fine, hard-driven snow.



a [illegible] drill) all of the children can be taken to a safe shelter. In parts of the country where tornadoes are prevalent, there are cyclone cellars especially built and equipped for this purpose.

ICE, SNOW, RAIN

Ice

27. Pedestrians must be extremely careful not to slip and fall from icy curbs when they are approaching a street crossing. Oncoming traffic may not be able to make an emergency stop.

28. While waiting for a bus, don't step off the curb and into the street until the bus stops; it may skid into the curb and crush anyone standing off the curb.

29. Be careful on icy steps. If there is a railing, always use it.

30. When walking on ice covered streets or sidewalks, take short steps and lean forward in a slight crouch. The center of gravity is low in this position, and the muscles are ready to respond to any need.

31. Icicles hanging from cornices or eaves are potential daggers of death. They should be knocked down with a long pole.

Snow

32. Don't walk on top of snowbanks close to streets or highways. Anyone doing so may slip and roll into the path of a car.

33. In order to avoid being strained, don't push too hard when helping to push a car that is stuck in the snow. And be sure of your footing so you don't slip and fall under the fast-spinning wheels of the car.

34. Always clean snow or ice off stairs and walks. If they can't be swept or shoveled clean, use salt, ashes, cinders or sand.

35. Don't leave the shovel or other tools where people can trip over them; they may be injured.

Snowballing

36. Don't throw s
The driver may be hi
car and injure himse

37. Don't throw s
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40. Don't make
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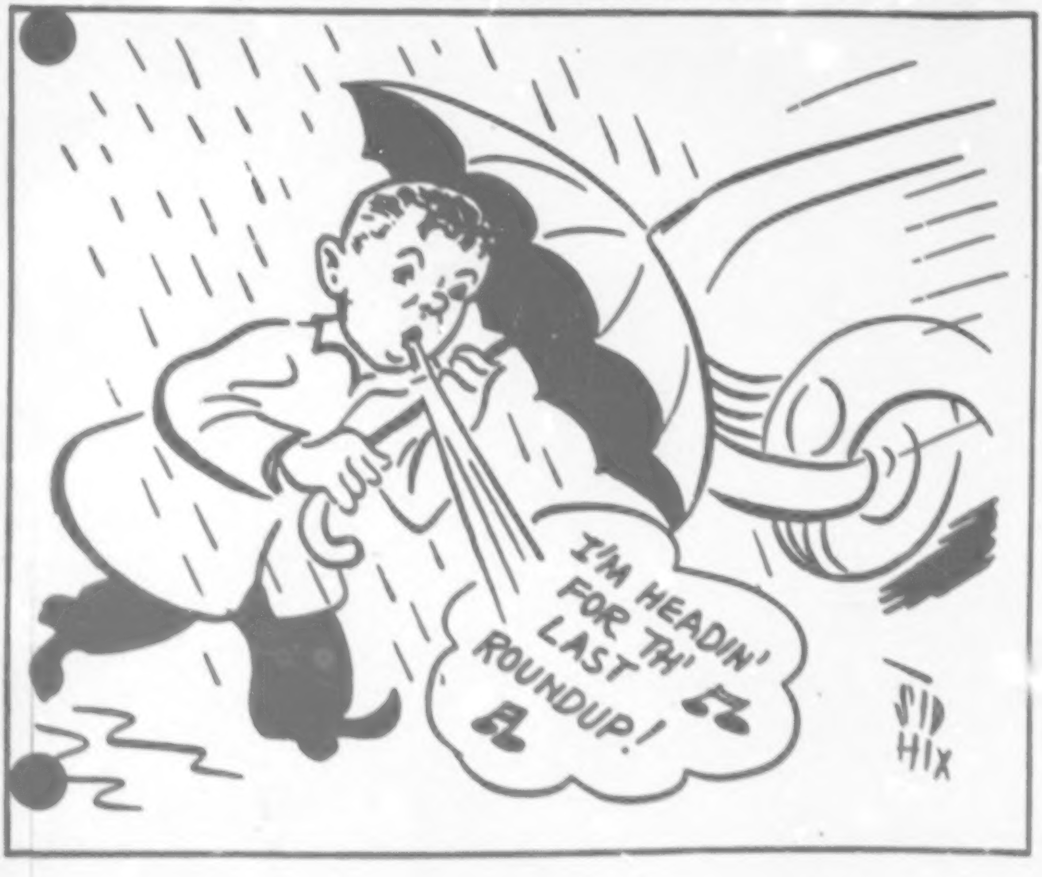
41. No one shoul
of snowball at anyon

Sledding

42. First of all, sl
a safe place. There
or fences in the path
must contain no stre
vehicle traffic of any

Carrying an umbrella at half-mast, so you cannot see to the front or sides, is extremely hazardous as you cannot see where you are going nor can you see approaching dangers from any side or the front.


I'M HEADIN' FOR TH' LAST ROUNDUP!
SID HIX

Snowballing

36. Don't throw snowballs at passing cars. The driver may be hit and lose control of the car and injure himself or others.

37. Don't throw snowballs at other pedestrians. They are not expecting it and will not think to protect themselves.

38. Persons having a snowball fight must be sure to select a place where others who are not in the fight cannot be hit by stray snowballs.

39. Snowball fights on school playgrounds are not a good idea unless the playground is large enough so that children not in the fight, or those who are too young to protect themselves, have room to get out of the way of the fight.

40. Don't make or throw snowballs that are icy or too hard. Being hit by one can cause critical injuries, such as loss of an eye.

41. No one should ever throw any kind of snowball at anyone's face or head.

Sledding

42. First of all, sledding must be done in a safe place. There should be no trees, rocks or fences in the path; and the sledding area must contain no streets or highways open to vehicle traffic of any kind.

43. When possible avoid coasting on sidewalks. Sledding on sidewalks often challenges pedestrian's rights to safe walking.

44. Always wait until others are out of the way before starting down a slide.

45. Never hitch sleds onto any vehicle.

Rain

46. Remember that visibility, particularly at night, is very poor for those driving cars in the rain.

47. Rain causes skidding and makes longer stopping distances for moving vehicles. Do not cross a street in the rain (or any other time) until you are sure you can be seen by those driving cars. And be sure that there is plenty of time to cross.

48. Don't depend too much on traffic signals in rainy weather.

49. In the rain one must carry an umbrella *over* his head, *not* in front of the face. Such "radar" navigation is dangerous to the one under the umbrella and to other pedestrians. Two such blind navigators coming from opposite directions will more than likely collide. Crossing the street with the head bent and an open umbrella in front of the face invites being hit by a car.

#9 CURRICULUM OBJECTIVE: The student is able to evaluate information on drug use, misuse and abuse by:

- Distinguishing between fact and myth about the effects of various drugs.
- Identifying rules for safe use of over-the-counter and prescription drugs.
- Identifying general classification of drugs.
- Exploring reasons for abuse and misuse of drugs.
- Identifying alternatives to drug misuse and abuse.

SAMPLE LEARNING ACTIVITIES	LEARNING RESOURCES
1. Students read and discuss pp. 170-197.	1. Text: YOU AND YOUR HEALTH
2. Students view filmstrip and discuss.	2. Filmstrip: ME, MYSELF AND DRUGS
3. Students find and bring in current songs that have drug-related words or phrases. Discuss findings in small groups. Discuss influence of songs on behavior.	
4. Students bring empty prescription containers. Read the labels. Make sure one could properly take the medicine if the labels were all the information available. Students make posters depicting one or more of the rules.	4. Handout: RULES FOR USING AND STORING DRUGS Poster material
5. Students bring different empty aspirin containers and complete handout.	5. Handout: LABEL LANGUAGE
6. Students collect articles from newspapers and magazines about drugs. Make a bulletin board with these articles. Discuss any similarities.	6. Newspapers, magazines
7. Students form small groups. Each group makes up and acts out a story about a person who has feelings that might lead one to abuse drugs. Instead of abusing drugs, however, this person tries other ways of overcoming his/her feelings. Name alternatives that can be done.	

SAMPLE LEARNING ACTIVITIES (cont.)

8. Put information from handout MYTHS ABOUT DRUGS on large chart paper to display in class. Do five a day or whatever works best. Discuss.

9. Utilize activity booklet p. 21.

10. Students read and discuss booklet, THIS SIDE UP.

11. Use activities in ESD 121 Drug Kit.

LEARNING RESOURCES (cont.)

8. Handout: MYTHS ABOUT DRUGS
   Chart paper

9. Activity booklet: YOU AND YOUR HEALTH

10. Booklet: THIS SIDE UP

11. Drug Education Kit available from ESD 121

NOTE TO TEACHER: To order a kit, you must have taken the workshop given by ESD 121 or have someone in your building order it for you. Your liaison teacher has a list of people trained in this program.

12. Teacher resource: POTENTIAL PROBLEMS, RISKS AND BENEFITS OF MARIJUANA SMOKING

RULES FOR USING AND STORING DRUGS

To use a drug properly means to take a drug according to directions in order to prevent, improve, or cure a physical or emotional condition. The drug user buys the drug legally and uses it only for its intended purpose. He/she follows the directions that are on the label, and any other directions given by his/her physician.

Remember these rules:

1. Take medicine only under the supervision of an adult.

2. Always read the directions carefully and make sure you understand exactly what is intended before taking a prescription or a non-prescription drug.

3. If there is a WARNING on the drug label, obey it.

4. Never take any medicine in the dark. Without a light, you might accidently get the wrong medicine or wrong dose.

5. Never allow anyone else to take your prescription drug. Don't take someone else's prescription drug, either.

6. Take the entire prescription, unless otherwise advised by your doctor. Sometimes you may feel well, but the entire treatment needs to be finished in order to prevent a relapse, especially if you are taking antibiotics.

7. Take only the recommended dosage. Never take more of a medicine than the directions say, even if it tastes good.

8. If you have a minor ailment, you may take a non-prescription drug for it. But if the ailment continues for more than one week, see your physician.

9. If you have any strange feelings or illness after taking any substance, tell your parents, teacher, or other adult about it at once.

10. Never take a medication without asking your pharmacist if you think its appearance has changed. Old drugs weaken and may be useless or even dangerous.

11. KEEP MEDICINES IN A SAFE PLACE OUT OF THE REACH OF YOUNG CHILDREN. IF POSSIBLE, USE A LOCKED CABINET.

12. Make sure that all medicines in your medicine cabinet are properly labeled and have directions for their use.

13. All old medicines and medicines without labels should be flushed down the toilet. In general, don't keep medicines more than one year or beyond the expiration date on the label.

14. Do not put any substance in a container that is labeled for something else. Keep things in their original containers if possible.

15. Use household substances carefully, following the directions on the label. For products with dangerous fumes, like paint or bleach, be sure to open a window or turn on a fan to prevent breathing the fumes.

16. Keep all poisons and household substances in a safe place, away from foods, young children, and pets.

17. Do not take candy, food, drugs, or any other substance from a stranger.

LABEL LANGUAGE

Answer the following questions using the label directions.

ASPIRIN DIRECTIONS

DISCOUNT BRAND

ASPIRIN

HELPS RELIEVE PAIN DUE TO HEAD COLDS, SIMPLE HEADACHES, NEURALGIA, MUSCULAR ACHES AND PAINS, AND FEVER DUE TO COLDS AND FLU.

DOSE: ADULTS: 1 OR 2 TABLETS WITH WATER
CHILDREN 10 TO 15 YEARS: 1 TABLET
CHILDREN 5 TO 10 YEARS: 1/2 TABLET
CHILDREN 3 TO 5 YEARS: 1/4 TABLET
CAUTION: FOR CHILDREN UNDER 3 YEARS OF AGE, CONSULT YOUR PHYSICIAN.

MAY BE TAKEN EVERY 4 HOURS AS NEEDED UP TO 12 TABLETS A DAY.

WARNING: *KEEP THIS AND ALL MEDICINE OUT OF REACH OF CHILDREN. IN CASE OF ACCIDENTAL OVERDOSE, CONTACT A PHYSICIAN IMMEDIATELY.*

100 TABLETS - 5 GRAINS (324 MG) EACH
49¢
THIS PRODUCT HAS A CHILD GUARD CAP.
TO OPEN: LINE UP ARROWS ON CAP AND BOTTLE, PUSH UP WITH THUMB.
TO CLOSE: SNAP CAP ON SECURELY--DO NOT LINE UP ARROWS.

1. How much aspirin is the recommended dosage for an adult?

2. How much aspirin should you give an eight year old child at one time?

3. What should you do before giving aspirin to a child under three years of age?

4. How many aspirin should a person 16 years old use?

5. What is the maximum number of aspirin for an adult to take in 24 hours?

6. What is the maximum number of aspirin recommended in one day for a 12 year old?

7. What is the recommended procedure for ingesting aspirin?

8. If a child of nine took 1/2 tablet at 8:00 a.m., should he take 1/2 tablet again at 10:00 a.m.?

9. Your four year old brother/sister has a cold. You give him/her 1/4 aspirin tablet at 5 p.m. At what time can you give him/her another 1/4 tablet, if he/she still needs it?

10. What does the label say aspirin will help relieve?

. How do you remove the child proof cap?

. This store brand aspirin can be purchased at a discount store. A "name brand" costs 98¢ for 100 tablets. How much cheaper is the store brand?

. You have just found a small child playing with an open aspirin bottle. You think the child may have swallowed some of the tablets, but you're not sure how many. What should you do?

MYTHS ABOUT DRUGS

Although people have been using various drugs for hundreds, perhaps thousands of years, general understanding about chemical substances and their effects upon the human organism is minimal. Not only do scientists disagree about drugs and their effects but what is believed about drugs by many people is based on half-truths and myths that have been passed along through time. Therefore, it is difficult to separate myths from the facts.

Listed below are some of the more common myths.

A. PROPERTIES OF DRUGS

MYTH: Alcohol is not a drug.
FACT: Alcohol is a drug and in fact is our number one drug problem. About 500,000 Americans are addicted to heroin, but over 10,000,000 are addicted to alcohol.

MYTH: Drugs are bad.
FACT: Drugs are neither good nor bad. The real issue is how they are used, how much is used and the results of their use.

MYTH: It's okay to combine drugs.
FACT: Using more than one drug at a time can be extremely hazardous. The effects may be additive (2 + 4 = 6), multiplicative 2 x 4 = 8) or they may interact in unknown ways. Many of the drug overdoses and deaths are related to combining different drugs, including alcohol.

MYTH: Aspirin is a safe drug.
FACT: Even commonly used over-the-counter drugs, like aspirin, can be hazardous to your health. Any drug, if used improperly or by the wrong person, can be dangerous.

MYTH: Coffee is not a drug.
FACT: Wrong. Coffee, tea and cola drinks all contain the drug caffeine, which is a stimulant.

JUST ONE MORE CUP TO GET ME GOING...

MYTH: Tobacco is not a drug.
FACT: Tobacco contains nicotine and is a drug which can cause dependence. It increases the heart beat, constricts the blood vessels, reduces the appetite and changes many normal body functions.

MYTH: Most drugs that are abused are illegally manufactured and of poor quality.
FACT: Many of our most commonly abused drugs are manufactured legally in this country, and their quality is very high. They include barbiturates, sleeping pills, tranquilizers, amphetamines, and narcotics. Drugs that are strictly manufactured illegally are most of the hallucinogens, marijuana and heroin.

MYTH: If a little bit of a drug is good, then a lot is better.
FACT: Drugs are like many other things. Sometimes a little bit can be good, but increasing the dosage can lead to undesirable and severe effects. Directions on the container or from the physician should always be followed precisely for proper drug use.

MYTH: An adult dosage of a drug applies to persons eighteen years of age or older.
FACT: Most drug dosages are intended for people, usually males, in their late teens through their thirties. The adult dosage will be incorrect for children as well as senior citizens.

MYTH: Helpful drugs are legal, while harmful drugs are illegal.
FACT: Any drug can be abused. While the federal government regulates the use of drugs, being labeled legal does not mean they are safe. Drugs with the most potential for abuse are controlled more strictly.

MYTH: Combining Aspirin and Coca Cola will cause intoxication.
FACT: This is an example of a placebo, in that the users expect to get high and think they do. Combining Aspirin and Coca Cola is a dangerous practice due to an overdose potential.

MYTH: Drugs have no effect on a pregnancy.
FACT: All drugs may have a potentially dangerous effect on a pregnancy, including alcohol, cigarettes, barbituates, and many common over-the-counter medications. The most crucial time seems to be the first 60 days of the pregnancy.

B. DRUG DEPENDENCE

MYTH: Once an addict, always an addict.
FACT: Many people can and have recovered from dependence on drugs, while others have been unable to break the cycle of drug dependence. Recovery is not an easy process for most people and recovery rates are not very high.

MYTH: Drug dependence is a state of mind.
FACT: There are two kinds of dependence -- physical and psychological. They may occur separately or together. However they happen, drug dependence is a complex problem that is difficult to overcome.

MYTH: You're not an addict unless you are shooting drugs.
FACT: People ingest drugs in a variety of ways. They can be shot, snorted, eaten, swallowed, and smoked. Dependence can develop by any of these routes of ingestion.

MYTH: I don't know any drug abusers.
FACT: Almost everyone knows someone who is a drug abuser. Millions of Americans abuse drugs; it is a very common problem.

MYTH: The best way to handle a drug addict is to throw him/her in jail.
FACT: Drug addiction is a medical problem. People who are sick need help, medical attention, counseling, education, and therapy that jail can not provide.

C. DRUG USE PATTERNS

MYTH: Marijuana use leads to the use of heroin and other "hard drugs".
FACT: The use of marijuana does not necessarily lead to the use of hard drugs. Many marijuana users never go on to harder drugs, and many users of hard drugs did not use marijuana.

MYTH: Usually only young people have drug problems.
FACT: Drug abuse does not respect age, sex, race, economic or social status. It is found among all types and dress of people.

MYTH: Drug abuse is mainly a problem found among men in our society.
FACT: Women have problems with drug abuse just as men do. In fact, certain drugs are abused more often by women than they are by men (and vise versa).

MYTH: The number one drug of abuse in the U.S. is heroin.
FACT: Other drugs are more widely abused in our society including alcohol, caffeine, cigarettes, minor tranquilizers, and marijuana.

D. ATTITUDES ABOUT DRUGS

MYTH: People have more fun when they are high.
FACT: Sometimes they do, but sometimes they become more violent, more sleepy, more forgetful and more likely to take risks that hurt themselves and others.

MYTH: Drugs solve problems.
FACT: Sometimes they do. Also, they can hurt their families and friends, their employers, strangers on the highway and you.

MYTH: Anyone can handle alcohol and other drugs.
FACT: They may think they can, but if they ever try to quit, they may learn they are dependent upon the drug.

MYTH: It's none of your business if a friend has a drug problem.
FACT: Maybe if we weren't so "polite", we wouldn't have so many friends with drug problems. If they are really your friend, can you stand by and watch while they are hurting themselves and others.

MYTH: Drugs are the best way to help you unwind.
FACT: Drugs can certainly create different moods. However, there are a number of non-chemical ways to creating different moods that in the long run are probably healthier for people.

MYTH: If a friend takes a drug and says its okay, then it must be safe for me.

FACT: It may or it may not be. Your reaction to a drug is very personal. It depends upon many factors, including your general health, body size, age, tolerance, method of administering the drug, and even your mental outlook.

E. DRUGS AND PERFORMANCE

MYTH: I drive more carefully when I am high.

FACT: People might think they drive more carefully when they are high, but really they are driving worse. Mood modifying drugs affect one's muscular response time as well as judgement. In fact, many prescription drugs warn the user not to drive or to operate machinery due to the drowsiness that may occur.

MYTH: I am more creative when I use drugs.

FACT: Drugs can alter one's perception and cause the user to feel more creative. Studies of artists, some using marijuana and others not, indicate that creativity is not improved by the use of drugs.

MYTH: Alcohol is an aphrodisiac.

FACT: Some amounts of drugs, such as alcohol, will lower inhibitions, but are not conducive to sexual performance.

POTENTIAL PROBLEMS, RISKS AND BENEFITS OF MARIJUANA SMOKING ACCORDING TO RECENT RESEARCH FINDINGS BY THE NATIONAL INSTITUTE ON DRUG ABUSE

...Operation of a motor vehicle is clearly impaired by being under the influence of marijuana and the effects tend to last hours after the drug use.

...Lung damage caused by smoking marijuana is about 16 times as serious as cigarette smoking.

...Marijuana used during critical stages of personality, social and emotional growth results in dwarfed development.

...The risks of smoking marijuana are much less for a well-adjusted, mature individual than for emotionally insecure and immature individuals

...Physically and psychologically impaired individuals (those with heart, mental problems, etc.) experience greater harm from using marijuana than do their more normal counterparts.

...Marijuana use is most popular among 18-25 year olds with usage dropping dramatically after age 25.

...The potency of street marijuana has increased greatly during recent years, causing studies of the potential dangers of the drug use to be inaccurate.

...Smoking marijuana results in the impairment of the body's natural defense system against disease.

...Marijuana smoking by developing pre-adolescents or adolescents will likely result in growth and sexual maturation impairment.

...Marijuana smoking increases the incidence of defective menstrual cycles, miscarriages, stillbirths and abnormal, defective babies.

...Marijuana smoking has been linked to decreased sperm production in males with an increase in the ratio of deformed sperm produced.

...It is now believed that brain damage often attributed to marijuana use is most generally caused by the use of other drugs along with marijuana.

...The body develops a tolerance for marijuana creating a need for ever increasing quantities or potency to create the desired effect.

...Marijuana is not physically addictive, however, it is psychologically addictive.

...Potential beneficial therapeutic affects of marijuana include relief of interocular pressure for glaucoma sufferers and relief from nausea, vomiting, and loss of appetite resulting from the side effects of chemotherapy in cancer patients.

10/79

APPENDIX I

HEALTH EDUCATION

P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II

HEALTH EDUCATION R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students, and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II (Cont.)

PARENT REQUEST FOR EXCLUSION FROM PLANNED INSTRUCTION IN SEX EDUCATION

To ______________________________, Chairman of the Board of Directors or Chief School Administrator of Federal Way School District No. 210:

Pursuant to rules and regulations promulgated by the State Board of Education codified as W. A. C. 180-50-070, which states:

> Any parent or legal guardian who wishes to have his child excused from any planned instruction in sex education may do so upon filing a written request with the school district board of directors and the board of directors shall make available the appropriate forms for such requests. Alternative educational endeavors shall be provided for those excused.

We respectfully request that ______________________________ be excused from any planned instruction in sex education for the current school year.

School ____ Grade _____

______________________ ______________________________
Date Parent and/or Guardian

____ ______________________
Principal's signature will acknowledge receipt of excuse form by the school. Date

NOTE: This form should be sent to the school building principal.

Principal will make two (2) copies and send the original copy to the Assistant Superintendent for Instruction who will forward it to the Chairman of the Board of Directors. One (1) copy is to be returned to the parent and/or guardian with the principal's signature and date indicating that the form has been received by the school. One (1) copy will be retained by the school principal.

Form No. 246